

U. S. COAST GUARD

**MANAGING DIVERSITY
AS A PROCESS STUDY**

FINAL REPORT

OCTOBER 1994

Executive Summary

"Place diversity in the Coast Guard at center stage. I intend to position the Coast Guard over the next four years to become an organization that is recognized as the employer of choice for a diverse workforce.... As the change agent for diversity in the Coast Guard, I will place significant importance on diversity management and seek continuous improvements in this critical area. I will change the composition of the Coast Guard workforce to better reflect the U.S. population [and] change the workforce environment to guarantee equal treatment and opportunity.... My goal is to promote women and minorities into top management positions so that they can successfully compete for flag office and SES selection by 1998. Coast Guard management at the highest levels will embrace diversity."

ADM Robert E. Kramek

"Commandant's Directions," Summer 1994

OVERVIEW

Among his first actions upon assuming the duties of Commandant in June, 1994, ADM Robert E. Kramek published his Diversity Policy Statement (ALCOAST 053/94), and his eight goals for the Coast Guard (ALCOAST 055/94). These pronouncements strongly established diversity as one of his major priorities. The above quotation from the "Commandant's Directions," gives substance to the policy and goals. In setting this direction for the Coast Guard, ADM Kramek strongly reinforced and reiterated the direction previously articulated by his predecessor ADM Kime and by the Secretary of Transportation.

Why Is Diversity Important?

Diversity is crucial to the Coast Guard's future. There are several reasons for this. Among the most significant are the results of a study by the Hudson Institute which foretells of the coming years. Women, minorities and immigrants will encompass a larger share of the labor pool. As the available labor pool becomes more diverse, so will the Coast Guard's workforce and customer base. The Coast Guard must position itself to take full advantage of the changes in national demographics so that it can continue to attract and retain the most talented workers. Budget pressures heighten this need. Only with a talented, creative workforce will the Coast Guard continue to accomplish its many missions within its limited budget. We must attract the best, and increasingly, the best will be drawn from diverse segments of our society.

Diversity issues must be managed to bring about constructive change. Numerous processes affect the way people in the Coast Guard are recruited, trained, assigned, evaluated, rewarded and promoted. We must ensure that all processes affecting our personnel are free of artificial barriers to achievement. All personnel presently in our workforce must know that their contributions are recognized and valued.

Diversity considerations must be included in all our vital business processes for the Coast Guard to be in the best position to attract talented new workers from the increasingly diverse labor pool and to meet the needs of our customers.

Diversity considerations must be included in all our vital business processes for the Coast Guard to be in the best position to attract talented new workers from the increasingly diverse labor pool and to meet the needs of our customers. Our core values of "Honor, Respect and Devotion to Duty" will guide us in this transition. Our intention is to make the Coast Guard a leader in diversity management within the Government and a model for the nation.

Actively managing diversity is not only the right thing to do for all our people, it makes practical business sense for our future.

The Coast Guard's formal effort to study diversity began during the March, 1993 Flag Conference. An action item was developed to determine the best method by which the Coast Guard might conduct a cultural audit, develop a strategic plan to manage diversity, and implement it. The Human Resources Coordination Council (HRCC) took the lead by chartering the "Managing Diversity as a Process Study Group." This Flag level group, with diverse membership from within the Coast Guard, was established by then Chief of Staff, RADM Kramek, with direct oversight by then Commandant, ADM Kime. The study group's charter is contained in Appendix A to this report.

This study group's report has been structured to conform to the charter. The report is based upon three phases of the group's work: Phase I - Framework; Phase II - Strategic Plan; Phase III - implementation. A brief description of each phase follows.

Phase I led to the development of definitions, benchmarking, and a search for outside expertise.

Phase II included the development of a strategic plan which incorporated a plan for a cultural audit, a training and education plan, measures of effectiveness, accountability measures, and rewards and recognition.

Phase III resulted in the development of actions and activities to promote diversity, an assessment of cultural strengths and barriers, and marketing strategy for deploying diversity management.

Recommendations from each phase of the study appear in the body of the report. Key recommendations are found at the end of this Executive Summary.

Also included in the report are "lessons learned" and a discussion of the internal behavior of the study group which demonstrates how diverse groups approach decision making, handle group dynamics, and establish group norms and values. Principles and concepts of diversity management were an outgrowth of the benchmarking efforts, the literature review, and the technical assistance from outside experts on diversity issues.

FRAMEWORK

Definitions

What are Diversity and Diversity Management?

One of the first tasks during this phase of the study was to define diversity and diversity management. The following definitions constitute the frame of references for all following discussions:

Diversity is the uniqueness of all individuals which encompasses different personal attributes, values and organizational roles.

Diversity management is the process of creating and maintaining a positive environment where the differences of all personnel are recognized, understood and valued, so that all can achieve their full potential and maximize their contributions to Coast Guard missions.

Both these definitions formed the foundation for developing the Commandant's Diversity Policy Statement and revising the Commandant's Vision Statement.

Understanding diversity, which includes everyone, is enhanced by considering its primary and secondary dimensions:

Primary dimensions include: age, ethnicity, gender, physical ability, race, nationality and sexual orientation. These dimensions have the most profound influence on an individual and rarely changes.

Secondary dimensions also contribute to an individual's uniqueness and include: education, geographic location, income, marital status, military experience, parental beliefs, work experience, religion, primary language, and job level, etc. These dimensions can be more easily changed but also contribute much to an individual's perspective.

The Coast Guard's organizational culture was the topic of much discussion within the study group and will become a major focal point of our diversity initiatives. Coast Guard culture will be thoroughly examined and characterized as part of a full scale cultural audit.

Organizational culture is: "concerned with the beliefs and values shared by an organization's members and represent the character of the organization as seen and experienced by its members."

Benchmarking

Benchmarking was undertaken to determine how the best practices of other organizations might help the Coast Guard respond more fully to the challenges of managing diversity. The organizations benchmarked included: the Internal Revenue Service, Xerox, FAA, Corning, Birmingham, Alabama Diversity Consortium, Department of Agriculture (USDA), EPA, NASA, New York and New England Telephone Company (NYNEX), and City of Seattle, Washington. The Federal Aviation Administration's study was used to look at an additional nine public and private sector organizations which they had benchmarked.

The study group determined a need for outside expertise to help in the following areas: designing the pilot cultural audit, analyzing data collected from the audit, developing the education and training plan, creating measures of effectiveness, developing marketing strategies, and developing strategic and implementation plans.

STRATEGIC PLAN

Vision

The strategic plan was designed to provide a link between the vision for diversity management and actions to make it happen. The study group's vision for diversity management is derived from the definitions of diversity and diversity management. The vision is:

"The Coast Guard as a military organization is committed to creating and ensuring a positive environment where the differences of all our personnel are recognized, understood and valued, so that all can achieve their full potential and maximize their contribution to Coast Guard missions."

Goals

What is the Coast Guard Doing to Develop and Support a Diverse Workplace?

The strategic plan contains three strategic goals. They are:

1. Positive Environment

[Create a Positive Environment for Managing Diversity]

Examining the Coast Guard culture to identify and remove barriers, providing leadership commitment at all levels, achieving and maintaining a diverse workplace, ensuring Coast Guard's policies and resources fully support diversity management, and projecting Coast Guard values in communities where our people live and work.

2. Value All People

[Be the Organization that Most Highly Values All Our People and Honors Their Differences]

Recognizing, understanding and valuing their differences, recognizing and rewarding positive accomplishments, resolving conflicts fairly, equitably and quickly, and communicating effectively with all personnel across organizational lines.

3. Promote Individual Success

[Ensure Every Coast Guard Person Has the Opportunity To Reach Their Full Potential]

Understanding the promotion and advancement systems and trusting in equitable treatment, ensuring that physical barriers are removed at sea and shore facilities, and ensuring that all personnel are fairly and equitably assigned in accordance with Coast Guard needs and the individual career goals of Coast Guard personnel.

These goals are a guide to incorporating diversity management throughout the Coast Guard. The strategic plan includes key components and action items that support the strategic goals. Among these are plans for a Coast Guard-wide cultural audit, a training and education plan, a rewards and recognition plan, measures of effectiveness, and a system of accountability.

IMPLEMENTATION

Marketing Strategy

A marketing strategy was developed which describes the various methods and approaches to marketing diversity management to everyone within the Coast Guard and to external customers. Successful marketing is a key element for implementing diversity management. Through marketing, diversity and diversity management concepts are well-defined and explained so that instances where misperceptions might occur are reduced to a minimum. The Coast Guard's efforts to ensure a positive environment for an ever-increasing diverse workforce will likely fail unless the benefits of diversity management are communicated effectively. Therefore, the importance of presenting these concepts in such a way that educates everyone to the fact that diversity is all-inclusive and is of paramount importance to the Coast Guard's future cannot be overem-

phasized. An expertly planned and well-executed marketing strategy will provide a framework for successful results.

The marketing strategy will be implemented in two stages. Stage I will get the word out quickly at minimal cost. Publishing an ALCOAST on diversity management which addresses the important elements in the final report should be completed first, followed by a published final report to be made available to the entire Coast Guard. Stage II will focus on long-range approaches to marketing diversity management and include networking with external target markets, engaging in a formal training and education program, and implementing a second marketing campaign following the cultural audit.

Strengths and Barriers

The organizational culture of the Coast Guard contains strengths and barriers to implementing diversity management. A strengths and barriers analysis will flow from the cultural audit and be integrated into the marketing plan to maximize the effectiveness of deploying diversity management. Strengths include the organizational core values of "Honor, Respect, and Devotion to Duty." Barriers include the perceptions by some that support for diversity management is not very strong among the leadership, that there is no system of accountability for diversity management, that there is a threat of backlash, and that there is no distinguishable difference between diversity and affirmative action or EEG.

Implementation Plan and Recommendations

The major recommendations of the Recommendations and Implementation Plan are summarized below.

Listed below are highlights of recommendations to support implementation of the Strategic Goals. Recommendations also appear within the chapters entitled FRAMEWORK, STRATEGIC PLAN, and IMPLEMENTATION which correspond to the work performed in support of those phases of the study. A comprehensive summary of all key action items and process owners, appears in the section entitled IMPLEMENTATION.

Items to promote Strategic Goal 1 - Create a Positive Environment

- Incorporate diversity management training into all leadership training programs.
- Conduct a cultural audit and develop intervention strategies.
- Institute exit interviews to determine causes of attrition among minorities/women; analyze data and take corrective action, if warranted.
- Create a civilian policy advisor and a male diversity policy advisor in addition to the women and minority advisors on the workforce Diversity Management Staff.
- Establish guidelines to define and address social climate issues affecting Coast Guard duty personnel and their families.

Items to promote Strategic Goal 2 - Valuing All People

Take prompt appropriate action against offenders found to be discriminators.

- Research the demographics of personnel receiving disciplinary or adverse actions; conduct trends analysis to explain/correct problems, and disseminate the nature of disciplinary actions and discrimination cases so that they serve as effective learning tools.

- Conduct research on the recruitment of women/minorities and develop action plans to target under-representation.
- Implement accountability measures, e.g., incorporate an element on diversity/diversity management in OERs, enlisted evaluations, and civilian evaluations.
- Use data to dispel misconceptions that diversity recruiting, promotion and assignment policies negatively affect quality by lowering standards.

Items to promote Strategic Goal 3 - Promote Individual Success:

- Develop a standardized monitoring system to address trends in military/civilian evaluation systems; identify disparate treatment of women/minorities, the disabled, older workers, and civilians of different sexual orientation, etc.
- Identify and groom high-performing women/minorities similar to majority males for upper-level civilian positions.
- Change personnel policies to permit junior officers (O-1s) to be assigned to all billets, regardless of their commissioning source and ensure equitable access to seagoing billets for all officers.
- Expand the mentor program to enable everyone to be a mentor or be mentored.

MANAGING DIVERSITY AS A PROCESS

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INTRODUCTION

BACKGROUND

Our nation is again confronted with the dynamics of change — change which challenges each of us to examine present work systems, practices and interpersonal communication styles through a different set of lenses. We are challenged to find new opportunities to achieve maximum quality and efficiency in our services to the American public.

Cost-cutting measures meant to increase savings and productivity, along with the effects of reducing the layers of the Federal bureaucracy, emphasize a need to conduct Coast Guard business differently and better — fully using all available resources.

Budget cuts have already reduced both the Coast Guard's people and dollar resources. Further reductions are on the horizon. At the same time, the Coast Guard must maintain its focus and commitment to continuous quality improvements in service delivery processes to its customer base — a base which is becoming more and more diverse.

A landmark study by the Hudson Institute foretold of dramatic changes in the demographic makeup of the labor force leading into the 21st century. These changes have already begun and will continue beyond the next century. It is predicted that the greatest degree of growth will occur among women, minorities and immigrants.

It follows that as the available labor force becomes more diverse, so will our workforce and customer base. As illustrated in Appendix B, the demographic makeup of the Coast Guard at the end of the third quarter of Fiscal Year 1994 showed that Blacks (African-Americans) and Hispanics had the largest minority representation in the officer corps (3% each), followed by Asian-American Pacific Islanders (2%) and Native Americans (1%). The majority representation in the officer corps was 91%. Seven percent of the officer corps are women and 93% are men. Of the civilian population, African-Americans represent the largest, single minority group (19%), followed by Hispanics and Asian-American/Pacific Islanders (4% each) and Native Americans (1%). Thirty-nine percent of the civilian workforce are women and 61% are men. African Americans also makeup the largest



minority group in the enlisted workforce (8%), followed by Hispanics (6%), Native Americans (3%) and Asian-Americans/Pacific Islanders (2%). Nine percent of the enlisted workforce are women and 91% are men.

The fact is we need only look at our surroundings to see that those with whom we serve represent the factors of diversity addressed by the Hudson Institute report, as well as both primary and secondary dimensions of diversity identified by this study group. Primary dimensions of diversity include factors such as: race, color, ethnicity, gender, age, and physical abilities and qualities. Secondary diversity dimensions include and are not limited to factors such as: functional specialty or work experience, educational background, geographic location, religion, income, marital status, military experience and parental beliefs. The fact that we are either civilian or military personnel of the Coast Guard is also a factor of diversity. As defined by the study group, diversity is the uniqueness of all individuals which encompasses different personal attributes, values and organizational roles.

Often overlooked is the fact that the diversity dimensions which characterize military and civilian personnel are also a wellspring of the Coast Guard's strength and endurance. The solutions and decisions we make are improved and enriched by the input and feedback of diverse members who stimulate and reinforce creative thinking and innovation. These elements are vital components for engineering novel approaches to cost-containment measures, productivity increases and techniques to enable Coast Guard personnel to derive a higher degree of worker satisfaction. Therefore, the diversity among Coast Guard persons is to be treasured, nurtured and appreciated. Initiatives that incorporate diversity management into the Coast Guard are not only the right thing to do, but, it is also, a practical, bottom-line business decision. These initiatives assure that the Coast Guard will be well positioned, strategically and tactically, for the future.

In September 1993, RADM James C. Card was named to head a Managing Diversity as a Process Study Group to develop Coast Guard policy on diversity management. Then Chief of Staff RADM Robert E. Kramek and the Human Resources Coordinating Council (HRCC), the chartering entity, with oversight by then Commandant, ADM J. William Kime, guided and supported study group efforts. The names of study group members and demographic information about them may be found in Appendix VI. The members were carefully selected for their talents and their reflection of the diversity of the Coast Guard. Total Quality Management (TQM)

principles were applied in the methods used to carry out the HRCC mandate.

The result was a comprehensive review of the processes affecting diversity management. This led to identifying 18 areas of concern that aided or directly influenced diversity management. The Coast Guard culture was an umbrella under which the 18 areas fell.

The work was done in three phases: (I) the Framework, (II) the Strategic Plan, and (III) the Implementation.

Phase I — Framework, included: (a) a definition of diversity and diversity management, (b) the Commandant's diversity policy and vision statements, (c) the "best practices" benchmarking of other agencies and corporations engaged in diversity management for potential application by the Coast Guard, and (d) a rationale for seeking expert help outside the Coast Guard to assist the study group in its work and to facilitate the implementation of diversity management.

Phase II — Strategic Plan, included: (a) a plan of action for incorporating diversity management throughout the Coast Guard, (b) a plan for the cultural audit, (c) a training and education plan for deploying diversity management, (d) the measures of effectiveness for assessing success during implementation, (e) the methods for assuring accountability during implementation, and (f) an analysis of the Coast Guard rewards and recognition system for applicability in recognizing diversity-related performance.

Phase III — Implementation, included: (a) a plan of action with activities and identifiable program managers, (b) an assessment of strengths and barriers in the Coast Guard culture that supported or impeded diversity management, and (c) a marketing strategy for deploying diversity management.

Also included are accounts of the following: (a) the group's observations in a "lessons learned" section, (b) the principles and concepts of diversity management, and (c) an assessment of the study group's internal behavior as a model for actual work environments.

To initiate and sustain diversity management in the Coast Guard, we must: (a) give priority attention to initiatives that promote diversity management; (b) take bold steps to make it happen; (c)

fully appreciate its value to the Coast Guard; and (d) ensure that all levels of the organization endorse, are fully committed to, and practice diversity management.

Managing diversity is the process of creating and maintaining a positive environment where the differences of all personnel are recognized, understood and valued, so that all can reach their full potential and maximize their contributions to the Coast Guard.

Indeed, each of us maximizes our contributions to Coast Guard missions when our talents and skills are fully used. Likewise, the work efforts and decisions that incorporate diversity dimensions are enriched by its spices, flavors and accents woven throughout the processes for generating novel approaches to problem-solving and decision-making. Interpersonal communications encompassing the styles of diverse people lead to partnerships and team efforts that make diversity management come alive. The aggregate is synergism: the whole is greater than the sum of its parts.

"Semper Paratus," the Coast Guard motto, together with our core values, "Honor, Respect and Devotion to Duty", are a call to action which will require each of us to actively support organizational diversity management initiatives. Thus, we have an opportunity to experience the process of diversity management with a degree of enthusiasm, skill and dedication equal to that devoted to the performance of Coast Guard missions.

The challenges of the 21st century must be met head-on by a Coast Guard workforce comprised

of men and women who mirror the diversity of the general population and our customers. With a diverse workforce, we will carry on the rich tradition and heritage that has made the Coast Guard America's premier maritime service for more than 200 years.

This report is a road map to that end.

METHODOLOGY

In August 1993, RADM James C. Card, the prospective group leader, and CAPT Michael W. Pierson (later tapped to be the group's "XO"), attended Columbia University's Graduate School of Business' Executive Program Diversity Leadership Seminar. They, along with other participants, explored action planning for diversity, business reasons for managing diversity, strategic approaches, managing diversity change processes, and mapping the diversity roadblocks. This seminar was excellent preparation for the work that lay ahead.

Upon its convening in September 1993, the study group tackled the difficult task of sorting through a multitude of definitions of diversity and diversity management before defining the terms for the Coast Guard. The group also started benchmarking to capture the "best practices" of other organizations and explored the importance of diversity management as a process for the Coast Guard.

The study group identified 18 areas of concern that were felt to be important and worthy of further examination during the early stages. Each was an element of managing diversity, and none

was discounted. It was recognized that there were process owners with programmatic responsibility in each of the 18 areas, and that they should direct the efforts to incorporate diversity management into their programs. The "Big 18," as they came to be known, underwent intense scrutiny during several group meetings before finally being prioritized to



enable the study group to focus its work. Listed below, they are:

- Culture
- Leadership
- Training
- Advancement and Promotions
- Retention
- Equal Employment Opportunity/
Affirmative Action
- Evaluations
- Management Planning
- Staffing
- Assignments
- Communications
- Social Climate
- Measurement
- Policy
- Justice
- Rewards and Recognition
- Facilities and Physical Environment
- Recruiting

Culture was the most dominant issue, and the level of its importance in diversity management was repeatedly reinforced by readings, consultants, benchmarking efforts and study group discussions. Making appropriate changes in the Coast Guard culture, then, was acknowledged as a key factor in achieving a truly diverse workforce.

Data Gathering. The frustration level of the group elevated as data gathering began. The group's own diversity brought about a wide range of perceptions which were handled through a consensus building approach. Anecdotal data were readily available and were used extensively in defining and redefining the 18 areas. Hard data — numbers — were more difficult to obtain.

While the study group acknowledged the anecdotal data as real, they felt strongly that the qualitative data would be bolstered by adding quantitative information. A series of meetings with process owners took place to better understand their processes and the changes that were occurring within them. The process owners were also asked to provide quantitative data to support or refute the theories and perceptions related in incidences, events, and experiences. However, data, as it relates to managing diversity, was almost nonexistent. The cultural audit, then, was identified as a vehicle for validating some of the qualitative data.

Growth & Concerns As the group's understanding of diversity and diversity management grew, individuals, both in the group setting and singly, were better able to see how diversity and diversity management might be better integrated into the Coast Guard's people and system processes.

External consultants were invited to demonstrate their capability to assist the group in the short run and the Coast Guard in the long term.

The culture of the Coast Guard and the need to measure it grew in importance, and a cultural audit was seen as critical in the organization's diversity management planning. The audit was recognized as a method by which to determine systems of shared meanings, assumptions and underlying values in the Coast Guard. It was seen as the best way to address the number one concern of the group - the culture - while also supporting data validation requirements. A cultural audit plan began to evolve.

At this juncture, Dr. Herbert Wong, an internationally-recognized diversity consultant joined the group. He helped in sharpening focus and emphasis; then, he put the group on a steady course leading towards completion of study objectives.

A strategic plan for implementation began to take shape. Subgroups took different elements from the charter, linked them to the "Big 18" and developed plans to address the concerns. The goal was to develop the best course of action based on available information, conduct both pilot and full-scale cultural audits, and, subsequently, either address new areas of concern or adjust existing ones based on the analysis of the cultural audit data results and the development of intervention strategies.

In the interim, the group could not sit back and wait for the results of a cultural audit, if forward progress was to be continued. Echoing one of the themes adopted by the group, there was a need to "PRESS ON!"

PRINCIPLES AND CONCEPTS

Through benchmarking, a review of books and publications on diversity and diversity management, presentations by external consultants, group discussions, and, finally, the technical assistance of Dr. Wong, study group members were

equipped to develop a list of principles and concepts of diversity management. This list, unprioritized, appears below:

- Diversity management provides the organization with a competitive advantage.
- Understanding and valuing diversity are critical to an organization's survival.
- Diversity management involves accommodating differences to promote greater productivity through empowerment and teamwork instead of assimilation into a hierarchy.
- Diversity management allows an organization to manage differences rather than to merely resolve conflict.
- Diversity applies to all elements in an organization (e.g., job functions, educational levels, operational and non-operational job assignments, etc.).
- The creative energies and ideas generated by a diverse group of people **exceed, by far**, those of a homogeneous group.
- A positive, diverse environment involving interactive groups adds to the richness, vitality, heightened dedication, and excitement within the workplace.
- When individual ideas, thoughts, values and perspectives are brought together, the end product or service is of the highest quality because of the contributions of diverse personnel who are involved in their development.
- Managing diversity involves respecting, appreciating and utilizing different perspectives in the accomplishment of common goals.
- Managing a diverse work force involves listening patiently to all members of the group, sharing knowledge and experiences, and being caring and concerned.
- All people are proud of their heritage and want their individuality to be



accepted and appreciated (e.g., people love to be understood and valued).

- Valuing and managing diversity involves the uniqueness that each person brings to the Coast Guard.
- We must educate those around us about who we are (e.g., about our culture, values, heritage, etc.).
- All personnel need to be involved, trained, and educated so they understand diversity management.
- Some key lessons learned in managing

diversity include: increased open-mindedness, **active listening, collaboration, and partnering.**

- **Managing diversity** is a measure of **successful leadership.**
- Leaders need to be role models to demonstrate how important diversity management is to an organization (e.g., "walking the talk").
- Diversity is not synonymous with equal employment opportunity and affirmative action; it is a much broader concept that is all-inclusive.
- Diversity goes well beyond race and gender.
- Diversity management is based on business principles that argue against any notion of lowering standards.
- It is absolutely critical that diversity management principles permeate all parts of the workforce.
- It is important to use the study group to test the concepts and principles of diversity management (e.g., creating an environment where members may

reach their full potential and maximize their contributions to the Coast Guard missions).

- We must celebrate the "successes" that result from diversity management.
- The Coast Guard must ensure that violators (e.g., discriminators) of diversity initiatives, are dealt with quickly and decisively.
- Our people need to be confident that the systems, structures, and processes that are in place support a diverse workforce.

INTERNAL BEHAVIOR

The members of the study group represent a slice of the diversity present in the Coast Guard. Group membership was determined deliberately to create a setting where the behaviors of effective diversity management might be modeled.

In working together to produce the elements of the study, it became apparent that the group had a rare opportunity to put its behaviors under a microscope as a "test" for the possibilities of what might be achieved by all Coast Guard personnel through practicing diversity management.

It was acknowledged that there is an important link between diversity, leadership, and TQM as supportive processes that empower Coast Guard personnel to strive for high quality, cost-effective performance through team work.

Many of the emotions prevalent in team building and group dynamics were experienced. "Storming" before "norming" behaviors were exhibited — with a diversity overlay. There were cultural clashes as the values of diverse members in the group collided on many issues.

There were marked differences in perception which sometimes resulted in diametrically opposed view points and interpretations of data. These differences were seen as a demonstration of how information is filtered and reflected through the lenses of diverse persons, who represent a mixture of races, ethnic backgrounds and genders. This unique filtering is a cornerstone of diversity and a key factor in diversity management.

There were mistakes — sometimes caused by misaligned expectations, sometimes by differences in perception about anticipated outcomes,

sometimes from reviewing results too narrowly or by not appreciating the value of opposing points of view.

Mistakes also came from plain ignorance about the impact of words and reactions to statements made by a person of one diverse group upon someone of another diverse group.

With an added dimension of diversity, the decision-making processes appeared longer than the "norm," and, on one occasion, seemed actually to break down. However, it is important to view this "break down" in the context of ordinary organizational team building and group dynamics. When viewed from this perspective, what appears to be a "breakdown" becomes simply a factor of group process and no less "normal" or typical than decision-making taking place within homogeneous groups.

Lessons Learned. The lessons learned by study group members speak volumes for how successful managing diversity as a process can be for the entire Coast Guard if opportunities are seized and acted upon. Differences were worked through by allowing all to be heard — to bring their issues to the table for full discussion by the group as a whole. Group process rules incorporated diversity concepts in granting full participation rights to all, regardless of pay-grade, group status or group role.

What resulted was a willingness by all to be understanding, as well as understood. Mistakes were seen in proper context and not determined to be "fatal flaws." There were demonstrations of sincere caring and respect for individual differences — part and parcel of effective diversity management. There was a greater awareness of and sensitivity to each others' differences and needs, and those differences and needs were recognized and valued.

A positive environment was also created where each person was encouraged to move beyond the boundaries and stretch to their fullest potential. Efforts were aimed toward creating a process through which all persons might achieve their highest levels of productivity, make continuous improvements, and deliver top quality service to a diverse Coast Guard customer base.

The intensity of the work effort, sensitivity towards participation by all in decision-making, listening in earnest to opinions and thoughts of

every member, efforts to achieve group "buy-in" on concepts and ideas before they were "etched in stone," extraordinary effort to achieve consensus when decisions were being made — all— could be traced to using the tools of managing diversity as a process. Decisions made by the group were strengthened and enriched by having gone through this process. And, the groundwork was laid for establishing a systematic approach that will sustain managing diversity as a process for all of the Coast Guard.

The uniqueness of each person in the group was honored along with their personal attributes, values and organizational roles. Through effective communication, group dynamics, teamwork and partnering, the pain, pleasure and rewards of managing diversity as a process were experienced with positive results.

"Backlash" was discussed at length. The group agreed that the best approach to the removal of



this potential barrier to the acceptance of diversity management was through proper marketing. The group felt it was key to educate all Coast Guard personnel to understand that diversity is all-inclusive and does not address issues affecting minorities and women, only. It was also important to stress as a paramount concern, the solid business reasons for incorporating diversity into the fabric of the Coast Guard.

FRAMEWORK

This section describes the framework which served as the starting point for the study group. It includes definitions of terms used in working with diversity, the development of policy and vision statements, exemplary practices other organizations use, and a discussion of the need for external expertise.

DEFINITIONS

The study group's first task was to define diversity. Many initial awareness issues and sensitivities inherent in diversity management surfaced during this critical first phase. Many of the initial struggles were resolved when the group decided that both diversity and diversity management needed clear definition for Coast Guard usage. It became clear that the definitions needed to be inclusive and target everyone, including white males. The definition is:

DIVERSITY IS THE UNIQUENESS OF ALL INDIVIDUALS WHICH ENCOMPASSES DIFFERENT PERSONAL ATTRIBUTES, VALUES AND ORGANIZATIONAL ROLES.

The most important consideration in developing this definition was that diversity is simply differences which are unique and inherent to each individual. The definition is neutral, nonjudgmental and intentionally broad to include majority and minority group members.

There was much discussion of primary and secondary dimensions of diversity. Primary dimensions include, but are not limited to age, ethnicity, gender, physical ability, race, nationality and sexual orientation. These dimensions are those which have the most profound influence on an individual and are the most difficult to change.

Secondary dimensions also contribute to an individual's uniqueness, and include education, geographic location, income, marital status, military experience, parental beliefs, work experience, religion, primary language, and job level etc. (See Appendix C for Diversity Wheel)

The primary and secondary dimensions of diversity were cataloged in three major groupings — personal attributes, values and organizational roles. These groupings became the basis for defining managing diversity. The definition is:

MANAGING DIVERSITY IS THE PROCESS OF CREATING AND MAINTAINING A POSITIVE ENVIRONMENT WHERE THE DIFFERENCES OF ALL PERSONNEL ARE RECOGNIZED, UNDERSTOOD AND VALUED, SO THAT ALL CAN REACH THEIR FULL POTENTIAL AND MAXIMIZE THEIR CONTRIBUTIONS TO THE COAST GUARD.

The most critical aspect of this phase was to recognize that managing diversity is a process. The definition implies action, is not neutral, and is oriented toward a positive goal of an environment of inclusion where the benefit of differences of perspectives is understood and valued.

Maintaining such an environment is essential to enabling all personnel to grow and contribute their maximum efforts. This environment is thought to exist where strong enlightened leadership is present.

The use of the terms "military member" and "civilian employee" were discussed. Many civilians expressed feelings of exclusion when the term "member" which they discovered was used

to describe military personnel exclusively. They felt excluded from ownership in the organization.

Definitions of diversity and diversity management were the underpinnings for developing a Coast Guard diversity policy statement and in formulating a strategic plan for diversity management.

DIVERSITY POLICY

Once diversity and diversity management were defined, the next step was to develop the Commandant's Diversity Policy Statement, building on the two definitions. The study group used TQM tools to define the components of the statement and reviewed diversity policy statements from other government agencies and corporations recognized as leaders in diversity management, as food for thought. There was consensus that the policy had to include a firm commitment to diversity management as a process.

The diversity policy statement addresses the business reasons for adopting diversity management, focusing internally on the workforce and externally on the public we serve.

It addresses the need for personal commitment by all to demonstrate behavior that is compatible with the policy, and ensure that actions support diversity management.

Finally, the group felt that the Coast Guard's diversity policy must clearly convey that diversity management is essential to the Coast Guard's ability to remain America's premier maritime service.

The final statement was approved and issued by ADM Robert E. Kramek in June 1994, as his first policy pronouncement as Commandant. This version appears on the page which follows.

Diversity Policy Statement

Diversity is the uniqueness of all individuals which encompasses different personal attributes, values and organizational roles. The Coast Guard is firmly committed to achieving, valuing and



managing our **diverse workforce**. We must create and maintain a **positive environment** where differences of all personnel are recognized, understood and valued, so that all of us can reach our full potential and maximize our contributions to Coast Guard missions.

The Coast Guard must be sensitive and responsive to the diversity of the public we serve. We strongly believe that workforce diversity contributes immeasurably to the creative thinking and innovation so critical to excellence. Coast Guard policies, programs and practices will reflect the high value we place on diversity.

Each of us must be personally committed and responsible for ensuring that our actions conform to this policy. Embracing diversity is essential to the future of the Coast Guard. I challenge all Coast Guard personnel to demonstrate their commitment and support of this policy.

COAST GUARD VISION STATEMENT

The Commandant's Vision Statement for the Coast Guard includes **his** commitment to diversity. It reads as follows:

COMMANDANT'S VISION STATEMENT

Be professionals and remain proud of our reputation as Lifesavers and Guardians of the Sea.

Be a military organization and a valued

member both of the Department of Transportation and the Armed Forces.

Be the world's premier maritime service.

Be leaders in our day to day lives and performance of duties.

Be committed to Diversity and support for all our People.

Be committed to our values of Honor, Respect and Devotion to Duty.

Above all, live our motto - Semper Paratus - In all we do.

BENCHMARK COMPARISONS

The study group started benchmarking to determine how the best practices of other organizations might help the Coast Guard respond more fully to the challenge of managing diversity. Group members visited six organizations and used a benchmarking study by the Federal Aviation Administration to cover an additional nine public and private sector organizations.

Organizational Efforts

Each organization visited had invested considerable time and money to develop an initial executive-level understanding of diversity concepts. Diversity vision and policy statements from organization heads were widely distributed and regularly updated. In all cases, diversity was tailored to the unique culture of the organization.

Most important in all instances was the organizational meaning of diversity. For some, the focus was on women and minorities. For others, diversity included all employees. Some focused solely on understanding differences, others on valuing diversity and still others on managing diversity. Some conducted climate surveys, while others conducted cultural audits. The differences between these latter two data gathering tools are defined in Appendix K.

The most impressive programs were those that focused on all employees, incorporated all diversity concepts and began with an assessment of the organization, which included a climate assessment and a cultural audit.

Organizations were more successful when they used external diversity experts supported with full-time resources to help develop and implement audits, training programs, marketing, etc. Most notably, an attempt to use collateral duty personnel to deploy diversity management took one federal agency four years to fully execute.

Most organizations embarked on diversity efforts in response to a crisis. For example, a large corporation decided it had to do business differently when African-Americans and women began leaving the firm in droves at a loss of \$40,000 per recruit. A federal agency responded to negative national publicity, while another agency sought to improve productivity.

All members of the group agreed that organizations should be proactive rather than reactive concerning diversity issues. As a result of the benchmarking, the Coast Guard will be able to avoid the pitfalls and accrue the positive benefits from the experiences of other organizations.

Lessons Learned

Through benchmarking, the study group learned that there is no single "right way" to tackle diversity management, and that it involves a long-term commitment beginning with top management.

Successful efforts had the commonality of dedicated staff and adequate dollar resources. A receptivity to acquiring new skills and an enhanced awareness of the value-added benefit to an organization of valuing individual differences was also determined to be of critical need.

Diversity management offers the opportunity to include diversity in all of the Coast Guard's business and management processes.

Finally, effective approaches to diversity management are based on sound, legitimate business reasons.

Benchmarkers

• Internal Revenue Service

The Internal Revenue Service began its diversity initiative in the early 1980s. Focusing on diversity as a business issue, the agency identified 180 top senior managers to serve as collateral duty diversity consultants, and devel-

oped a "champions for diversity" management team. It also developed a successful one-day diversity awareness training course using external resources.

- **Xerox**

Xerox invested \$28 million in diversity initiatives. Their focus is on providing employee support groups, training, and representation of women and minorities at all levels of the organization.

- **Corning**

Targeting African-Americans and women in recruitment, Corning sets annual goals for hiring and promoting women and minorities. Meeting these goals is a factor of management's performance appraisal and compensation. Education and training help create a real atmosphere for change by getting employees to look at their biases and prejudices. Begun in the late 1980s, Corning's diversity program supports many in-house groups that foster professional growth, encourage communication and help create a real climate for change.

- **Birmingham, Alabama Diversity Consortium**

This consortium of academic institutions, public and private sector agencies views diversity management as a means of economic growth and survival in an increasingly competitive environment. The group was pooling their resources and knowledge to understand and solve problems in diversity management.

- **Federal Aviation Administration**

Believing that the key to diversity management is to move beyond boundaries, the Federal Aviation Administration began its initiative in response to high attrition rates of new employees. Guarding against "instant experts," the agency reexamined its organizational mission and vision statements to include diversity. Setting a steady course for diversity management, the agency believes that the



diversity staff belongs at the top of the organization for maximum effectiveness, and that its policies must be mission-related and must be enforced. Using multi-media to get the word across, the Federal Aviation Administration feels that diversity management requires people who can "pollinate the organization" — spread the word.

- **Department of Agriculture**

The Department of Agriculture included critical job elements on EEO/AA in the performance management system. They also spent 2 years to complete a very extensive cultural audit

- **City of Seattle, Washington**

Seattle developed several training programs, including a two-day workshop for supervisors, managers and directors, a course for non-supervisors, a program addressing diversity issues specific to the city's philosophy; and a one-day course following a two-day course, covering more complex issues. The mayor kicks off most training sessions. The city also publishes a diversity newsletter, and developed an awards system to recognize diversity-related activities.

Other organizations benchmarked included the Environmental Protection Agency, National Aeronautics and Space Administration, and New York and New England Telephone Company.

EXTERNAL EXPERTISE

The study group was charged to determine the need for subject matter expertise external to the Coast Guard, in developing plans for diversity management. Benchmarking and presentations from consultants taught the group that diversity is a highly complex issue. To overcome a prevalent lack of understanding, unique expertise in diversity management is needed. Successful diversity programs use subject matter experts to provide objectivity and quality efforts. Specifically, the group determined that the areas where experts are needed include: consultant services for the study group in conducting a pilot cultural audit, analyzing data collected, developing strategic and implementation plans, and developing marketing strategies. External experts may also be helpful in conducting a Coast Guard-wide cultural audit, developing training plans, measures of effectiveness and follow-up activities.

Validation

The diversity consultant, Dr. Herbert Wong, validated the lessons learned based on extensive experience working with a number of organizations on diversity issues.

He stressed that diversity is greater than civil rights or equal employment opportunity issues, emphasizing that diversity management is very complex and involves effecting cultural change in an organization. Diversity management also requires change within individuals in their daily interactions. It is people valuing people.

Dr. Wong commended the Coast Guard for its ability to recognize diversity management as a

process. He stated that many organizations had failed to do this, to their detriment. By doing so he believed that the Coast Guard had gained nearly two years in its diversity effort over many other organizations that did not start with managing diversity as a process.

Dr. Herbert Wong's guidance and the benchmarking enabled the study group to keep its focus.

RECOMMENDATIONS

1. Adopt the definitions of diversity and diversity management; include them in all appropriate instructions, plans, training, policies and programs.
(ACTION: G-CCS, All Program Directors)
2. Develop and publish the Commandant's Diversity Policy Statement.
(ACTION: G-P)
3. Include diversity concepts in the Commandant's Vision Statement.
(ACTION: G-CCS)
4. Approve use of diversity experts in areas where needed.
(ACTION: G-CCS)

Items 2 and 3 have been completed.

STRATEGIC PLAN

This section contains the overall Strategic Plan for incorporating diversity management throughout the Coast Guard. Comprising this plan are: strategic goals and objectives, a plan for conducting a cultural audit, an education/training plan, and measures of effectiveness. The Plan also discusses accountability for implementing diversity initiatives and includes a plan for recognizing diversity-related accomplishments.

STRATEGIC GOALS AND OBJECTIVES

The vision for managing work force diversity is derived from the definitions of diversity and managing diversity, as well as the policy statement. The vision is:

"THE COAST GUARD AS A MILITARY ORGANIZATION, IS COMMITTED TO CREATING AND ENSURING A POSI-

TIVE ENVIRONMENT WHERE THE DIFFERENCES OF PERSONNEL ARE RECOGNIZED, UNDERSTOOD AND VALUED, SO THAT ALL CAN ACHIEVE THEIR FULL POTENTIAL AND MAXIMIZE THEIR CONTRIBUTIONS TO COAST GUARD MISSIONS."

This statement is inclusive and focuses on all Coast Guard personnel. The bottom line is enhanced mission accomplishment.

The three goals listed below, with their supporting objectives, were developed to make the vision more tangible. A summarized list of the goals and objectives is also contained in the Appendix to this report.

Goal 1 - Create a Positive Environment

Goal 1 is to create a positive environment for managing diversity. It sets the stage for managing diversity and includes:



- Understanding our culture to identify and remove barriers.

Activities include conducting a cultural audit, developing intervention strategies and setting up a measurement plan.

- Leadership commitment at all levels.

Activities include incorporating diversity management training into all leadership training programs, developing program ties between diversity management and leadership studies, as well as TQM, human relations and work/life issues, and developing, marketing and publishing desired leadership traits which include managing diversity, and rewarding those who adopt them and holding those accountable who do not, and implementing the training and education plans developed by the study group.

- Achieving and maintaining a diverse workplace.

Activities include conducting research to better understand what attracts women and minorities to the Coast Guard and developing an action plan to target under-represented groups, continuing funding, staffing and marketing support for existing minority and women recruiting initiatives, enhancing recruiting efforts by providing resources for increased participation by centers of influence, such as the NAACP, Historically Black Colleges and Universities (HBCUs), Hispanic Association of Colleges and Universities (HACUs), institutions of higher learning with large enrollments of African Americans, Hispanics, Asian Americans/Pacific Islanders, Native Americans and women, requiring and using exit interviews to determine why there is a higher attrition rate among minorities and women than majority males at basic training, OCS and the Academy, and determining if there is a disproportionate number of minority and women separations overall, analyzing why and taking corrective action.

- Ensuring our policies and resources fully support managing diversity.

Activities include reviewing existing policy statements and publications for conformance with diversity management concepts, publishing a policy statement and strategic plan for managing diversity, creating a support program titled Workforce Diversity Management in the Office of Personnel and Training and assigning a program manager to develop and oversee diversity management, training and awareness initiatives, providing full-time staffing and appropriate budget to the workforce diversity management program to accomplish policy development, management oversight, education and training, and creating a civilian and a male diversity policy advisor in addition to the women and minority advisors. Establish a diversity management implementation team to coordinate completion of approved recommendations.

- Projecting Coast Guard values in communities where our people live and work.

Activities include establishing Coast Guard-wide guidelines/policies to define and address social climate issues, thoroughly assess social climate issues faced by all Coast Guard men and women, and their dependents in communities where they live and work, and develop intervention strategies.

These five objectives address ten of the eighteen areas determined by the group as important elements in managing diversity, specifically: Culture, Leadership, Training and Education, Recruiting, Retaining, EEO/AA, Management Planning, Policies, Staffing, and Social Climate.

Goal 2 - Value All People

Goal 2 is to be known as the organization which most highly values all its people and honors their differences. As a military organization, the Coast Guard has many personnel and performance standards which its workforce must meet. Valuing people and honoring their differences (age, race, gender, physical abilities, etc.) ensures that everyone is treated with dignity and respect within those standards.

Valuing all people includes:

- Recognizing, understanding and valuing their differences.

Activities include implementing the training and education plan, developing a professional video with instructional guides explaining diversity concepts related to leadership, management, and TQM principles, implementing the marketing plan, and ensuring that all commanding officers, officers-in-charge, executive officers, and civilian managers and supervisors receive diversity management training before assuming command or supervisory positions.

- Recognizing and rewarding positive accomplishments.

Activities include implementing the rewards and recognition plan.

- Resolving conflicts fairly, equitably and quickly.

Activities include redesigning the discrimination complaint process to provide much more timely resolutions and address appropriate actions to take against the discriminators, developing a plan to use DEOMI-trained facilitators, Civil Rights Officers and EEO Counselors to promote diversity management principles and concepts; research the demographics of personnel who receive adverse actions, and conduct a trends analysis to explain and correct disparate treatment, disseminating the nature of disciplinary actions and discrimination cases so that they serve as effective learning tools; and, implement the study group's accountability measures for individual, command and organizational levels.

- Communicating effectively with all members across organizational lines.

Activities include identifying informal leaders at the command/unit levels and making them stake holders in communicating diversity management policies and initiatives, using Coast Guard communication networks at all levels to widely disseminate diversity concepts and organizational goals, and using data to dispel misconceptions that diversity recruiting, promotion

and assignment policies negatively affect quality by lowering standards.

The five objectives which help define Goal 2 address five of the eighteen of the following areas of concern: Training and Education, Rewards and Recognition, Justice, EEO/AA, Communication.

Goal 3 - Promote Individual Success

Goal 3 is to ensure that all personnel have an opportunity to reach their full potential and includes:

- Understanding job requirements, to be guided toward success in job accomplishment, and to be fairly evaluated on performance.

Activities include developing a standardized system to monitor and address trends in the military and civilian evaluation systems to indicate inequitable treatment of women and minorities, and tracking evaluators and those evaluated, expanding the mentor program so that everyone can be a mentor and be mentored, and requiring counseling for reported-on-officers before OERs are submitted to reviewing officers.

- Ensuring promotion and advancement systems are understood, trusted and treat all equitably.



Activities include putting questions on managing diversity on all enlisted advancement courses and servicewide exams; assessing officer and enlisted minority and women's promotion and advancement rates, and taking appropriate actions to ensure they can advance at the same rate as majority males, identifying and grooming high-performing women and minorities for upper level military and civilian positions, seeking legislative changes to allow reserve program administrators to compete for flag rank in the ADPL, and developing methods to provide constructive feedback to officers not selected for promotion.

- Ensuring that physical barriers are removed at sea and shore facilities.

Activities include providing adequate berthing and restroom facilities to support the assignment of women at all units, inventorying all units and addressing inadequacies, and providing adequate access to persons with disabilities to shore facilities where dependents or members of the public visit, conduct business or are employed.

- Ensuring that all personnel are fairly and equitably assigned commensurate with Coast Guard needs and individual career goals.

Activities include fostering and rewarding those who are creative in making permanent berthing arrangements for women on existing vessels, and changing personnel policies to permit newly commissioned junior officers (O-1s) to be assigned to all billets, regardless of their commissioning source, and ensuring equitable access to seagoing billets for all officers.

The four objectives which help define Goal 3 address six of the eighteen areas of concern, specifically: Evaluations, Leadership, Promotions and Advancement, Facilities and Physical Environment, Assignments, and Promotions and Advancements.

THE STRATEGIC PLAN WITH ITS THREE GOALS AND THIRTEEN OBJECTIVES IS BROAD-RANGING, PROVIDING A FIRM FOUNDATION

FOR DIVERSITY MANAGEMENT INTO THE 21ST CENTURY.

Creating a positive environment, valuing all Coast Guard people, and promoting individual success are goals that will carry us forward positively over the next three to five years in the Coast Guard's implementation of diversity management.

CULTURAL AUDIT

The cultural audit is a critical part of the strategic plan. It is needed to provide the baseline data and to verify underlying cultural values that either support or present barriers to diversity management. It will enable Coast Guard leadership to determine what to emphasize when implementing other goals of the strategic plan.

An initial pilot audit on a sample group served as a test for determining the best methodology for a servicewide audit.

There are several considerations involved in conducting a cultural audit. First, what are the differences between a cultural audit, a climate assessment and an organizational assessment? Also, who should conduct the audit, what are its components, and what costs and impacts are involved?

Audit/Assessment Differences

While cultural audits and climate assessments both focus on people, the primary difference is that a climate assessment is a qualitative measure of where we are today. By comparison, a cultural audit includes a climate assessment and moves on into a qualitative and quantitative examination of core values to determine how and why we got to where we are. The audit also tries to determine the barriers to reaching our diversity goals and recommends actions to overcome them.

An organizational assessment is a quantitative look at the business processes, practices, policies and procedures to see how well an organization is running. The surveys associated with housing and TQM process measurement are examples of organizational assessments.

Audit Conductor

Outside expertise should be considered in selecting the best means to conduct a cultural audit. Diversity experts have been successfully used by most diversity leaders in private industry and by several benchmarked government agencies.

The increasing awareness of the importance of diversity has caused many management consultants to add it to their list of services, although many of them have little real experience in this emerging process. The number of years in the diversity field, past performance and professional publications should be considered to ensure reliability.

Diversity should be the core business of any outside consultant selected. The size and diversity of their staff provide another indication of their technical capabilities. Also the geographical location can make a considerable difference in contract costs, and the costs of travel and lodging.

Major Components

Although cultural audits are tailored to specific needs, the major components offered by most companies include:

- A needs assessment accomplished through top-level interviews, consensus planning, establishing objectives and gathering data,
- A series of individual interviews followed by group interviews with 10-15 homogeneous people throughout a wide cross-section of the organization,
- A climate assessment, barrier analysis and root cause interpretations,
- Data analysis, summaries, and interpretation,
- Strategic interventions, including strategic plan and policy adjustments, educational awareness seminars and focused training,
- Periodic measurement to track progress.

Cost

The time and cost of an audit varies, depending upon the numbers and locations of the people and units involved. There are many variables in company charges and the extent or depth of the audit. Between \$500,000 and \$800,000, over a twelve to eighteen month period, is a rough cost estimate for the Coast Guard.

The cost of not conducting an audit, thus allowing barriers to remain resulting in the loss of valuable human resources.

Impacts

The potential impacts of an audit include the possibility that expectations will be raised and will require additional resources to address the barriers identified. Also, some problems may be exposed which could invite criticism and may demand immediate corrective actions. However, the Coast Guard will gain a better understanding of its organizational culture and establish a baseline for intervention strategies.

After presentations by many experts, it was determined that diversity management will require a change in the corporate culture of the Coast Guard. Such change must be supported by the core values. An audit is required to determine the culture of the Coast Guard, and to identify strengths that support and barriers that impede diversity management.

Pilot Cultural Audit

No cultural audit reviewed seemed to apply to the Coast Guard. Therefore, a pilot audit was conducted by Transamerica Systems, an outside consulting service with diversity management expertise. The purpose of the pilot was to test and validate the procedure for conducting a full-scale audit of the Coast Guard. Although only a full-scale audit will generate statistically reliable results, the pilot audit was necessary to ensure the viability of the planned full-scale audit methodology.

The pilot audit targeted a representative population of 100 to 150 Coast Guard personnel from the Virginia Tidewater area. Data were gathered using study tools such as surveys, focus groups, and interviews.



The pilot audit included data analysis, identification of problem areas, and potential intervention strategies. The pilot audit successfully validated the process and methodology that will be used in conducting a Coast Guard-wide full-scale audit.

Full-Scale Cultural Audit

The full-scale audit will determine how diversity management initiatives affect the Coast Guard. It will help identify the existing barriers to achieving a diverse workforce as well as strengths that support it, identify perceptions about diversity/race relations, as well as opportunities for improvement. It will also validate or invalidate the perceptions of the diversity study group.

Audit results will be shared among the Coast Guard's senior management. Coast Guard processes will be targeted for improvement, with process owners being given the responsibility for designing and implementing interventions and establishing measures of effectiveness.

Confidentiality

Confidentiality was often addressed by the study group. In addition to audit participants demanding anonymity and freedom from retribution; equally important was to ensure confidentiality to protect the organization from those outside of the Coast Guard who may misinterpret the raw data collected. Appropriate safeguards for confidentiality of raw data will be taken.

Follow-up Measurements

Like any other measurement, the audit represents a snapshot in time. Follow-up measures will be required to determine the effect of the interventions. These measures could range from a limited data collection or a climate assessment to a second full-scale audit.

A follow-up cycle of three years is envisioned, but this will depend upon the complexity and depth of the measurement effort. Like any other process, diversity management will require continuous monitoring and adjustment.

TRAINING AND EDUCATION

Training and education provide the means to ensure that all personnel understand and become involved in diversity and managing diversity as a process. The goal is to train and educate the

workforce to value and manage diversity. The tools and skills acquired promote the flow of information and lead to practical applications that breathe life into diversity policies and processes. With awareness and knowledge, Coast Guard personnel will assume their roles and responsibilities in achieving a culturally, ethnically and gender diverse organization.

Training and education help explain why diversity management is important to the Coast Guard as an organization, and why it is important to individual Coast Guard personnel. In addition to the following discussion, a Training and Education Plan with specific action items is provided in the Appendix E to this report.

Current State

Throughout the Coast Guard, there appears to be no common and clear understanding of the concepts of diversity and its impacts on mission performance and employee satisfaction. While there are several, scattered diversity initiatives in place, an integrated management process has not been established. This lack of understanding and guidance has had a negative impact upon employee satisfaction in certain areas of mission performance and on overall organizational effectiveness.

In today's highly competitive marketplace, the Coast Guard must be seen as an employer of choice if it is to attract a fair share of quality personnel, avoid high turnover and high recruiting costs and the high cost of training replacement workers. The Coast Guard also wants to remain aligned properly with its diverse customer base and with the representatives who establish and fund the organization.

Targets

The training and education plan targets three organizational levels: non-supervisors, supervisors/managers (responsible for managing people, systems and processes), and executives (responsible for visioning and incorporating the external factors into how the Coast Guard conducts its business).

The plan directs training and education efforts toward three areas: awareness training, skills development, and institutionalizing diversity management.

Awareness & Understanding

Awareness and understanding are the short-term goals of diversity training. The objective is to create, through knowledge, a common understanding of valuing and managing diversity.

- **Elements**

Commonly used terms will be defined and clarified. An overview of Coast Guard initiatives and goals, and descriptions of diversity policies and procedures will be presented.

The demographics of Coast Guard military and civilian labor force will be compared, with recommendations for affirmative action and equal opportunity measures to be used as tools for achieving parity. The relationship between affirmative action, equal employment opportunity, diversity and diversity management will be explained.

Cultural values and how they drive behavior will be discussed, along with how differences in communication styles in a diverse workforce affect job and mission performance. Actions involved in managing diversity will be described, along with myths and common misperceptions about diversity and its management.

Methods of disseminating information on Coast Guard diversity initiatives to key customers, including the Congress, Department of Transportation, marine industry, boaters and local community leaders will be outlined.

- **Methods**

An innovative basic diversity awareness program should be developed to be delivered to the total workforce by Coast Guard trainers and outside consultants. The training should include the elements above and be incorporated into existing and future training programs.

This program includes: all military accession points, civilian entry points, intermediate training; and all mid and senior-level leadership and management training. The training should also become part of the curriculum in the Coast Guard Leadership Institute and Quality Center, Leadership and Management School core programs, the Chief Petty Officer Academy, and



in leadership management and development programs offered to civilians.

- **Target Audience**

All Coast Guard active duty, Reserve and civilian personnel from entry through senior management, and key customers, including the auxiliary and partners in education will receive awareness training.

- **Timeline**

Basic diversity awareness training should be delivered to the target audience within one year of initiation of the program which needs to start as soon as possible.

Skill Development

A diversity educational training program is intended to provide advanced management skills and strategies for greater efficiency and effectiveness of operations in a more diverse workforce.

- **Elements**

Training will be given in conflict negotiation and resolution and conflict management approaches in a diverse workforce; differentiating work-based and culture-based conflict will be emphasized.

A competency-based training curriculum should include performance measures for classroom training and correspondence courses.

Issues arising from cross-cultural and gender-based communications should be discussed, along with the effect of leadership and management styles on successful diversity management and the importance of individual awareness of personality.

Participants need to be trained in skills for adapting problem-solving methods to accommodate a diverse workforce.

- **Methods**

An advanced diversity education and training program should be developed to provide competency-based training on skills in handling complex diversity management issues. This training needs to be conducted by outside consultants.

- **Target Audience**

Coast Guard active duty, Reserve and civilian personnel in managerial/executive positions or civilian, officer and enlisted personnel who have attained mid and senior-level pay grades will receive the advanced training. Completion of basic diversity awareness training will be a prerequisite.

- **Timeline**

The completion of an advanced diversity education and training program should be required before assuming a supervisory position, or within six months of advancement to a supervisory position or pay grade.

Institutionalizing Diversity Management

Training in diversity management should be incorporated into existing training for mid- and senior-level managers to anchor it to the Coast Guard's core values and guiding principles. Recurrent training and education will be needed to maintain competency and expertise in diversity management.

- **Elements**

Recurrent training and education should contemporize diversity training and education with state-of-the-art information, and should maintain

expertise in diversity management. Diversity principles will also be included in classroom training and correspondence courses offered to target audiences, to ensure the proper link between diversity management and leadership principles.

Training should stress the importance of continuous evaluation of policies, practices and procedures to ensure their alignment with organizational diversity goals.

Training and education on the role of mid-level managers as advocates of diversity management should ensure that strategic goals will be implemented by their subordinates; and the role of senior managers will be to champion diversity management at official gatherings of their peers, including flag conferences, civilian personnel officer conferences, command enlisted advisor meetings, technical conferences, and meetings of senior supervisors and managers.

- **Methods**

Recurring in-depth conceptual training and education in diversity management principles should be provided to mid- and senior-level managers to promote the development and maintenance of diversity management expertise, and to ensure the longevity of diversity management as an organizational principle.

Training will be delivered by outside consultants to the target audience. Completion of advanced diversity management training should be required as a prerequisite.

- **Target audience**

Coast Guard active duty, Reserve and civilian personnel in managerial/executive positions, or civilian, officer and enlisted members who have reached mid and senior-level pay grades will receive this training.

- **Timeline**

This training will be continuous and concurrent with awareness and advanced skills training.

Training Measurements

The overall success of training will be determined by the degree to which behavioral change is demonstrated by personnel at all levels of the

Coast Guard as well as by key external customers.

The goal is to assess the individual benefits from training and education, and to provide feedback to the organization on its impact.

- **Input**

The study group recommendations, new and existing policies supporting diversity management, and the goals, objectives and activities of the Coast Guard strategic plan for managing diversity are measurement inputs.

Experts (internal staff and outside consultants) will conduct the training to communicate awareness and knowledge (short-term) and enable understanding (long-term) and usage (application and expertise).

- **Output**

Learning occurs and behavioral change is noted; behaviors are aligned with recommendations, policies, and action items of the strategic plan.

- **Activities**

Evaluate feedback from course critiques.

Explore the feasibility of creating a partnership between the Coast Guard and private sector corporations experienced in measuring diversity to develop a feedback instrument to gauge the level of understanding of diversity and diversity management by Coast Guard personnel and to measure their behavioral and attitudinal changes. Self-evaluation measures, and supervisory and peer evaluations will be included

in feedback data-gathering methods.

Analyze data from the cultural audit and subsequent climate surveys to determine the degree to which personnel observe that behavioral and attitudinal changes are occurring, and the degree to which they perceive that the quantity and quality of diversity training are meeting their needs adequately.

Conclusion

The training and education component of the Strategic Plan lays the building blocks for understanding and applying diversity principles. It is the primary means to create a positive environment whereby the differences of all personnel are recognized, understood and valued so that all can reach their full potential and maximize their contributions to Coast Guard missions.

EFFECTIVENESS MEASUREMENTS

Measures of Effectiveness are essential to gauge the success of the various initiatives identified in the Strategic Plan. This proved to be a particularly difficult issue for the study group in that very little data have historically been collected by the Coast Guard to establish a baseline from which to measure the effects of diversity initiatives. The cultural audit may help fill in gaps where they exist; however, process owners will ultimately need to develop measures that address their issues.

The study group recommends a macro versus a micro-measurement model of the processes that make up the Coast Guard Culture. Planning, implementing, and measuring improvements at the process level will be the responsibilities of the process owners. They are both subject matter experts and stewards for the process.

Processes

Aspects of diversity management are integral to all the processes that define the Coast Guard culture. There are both business and management processes. Business processes



result in a measurable product. Management processes enable business processes and may be measured by the results of the latter.

A schematic on the following page was developed under the umbrella of the Coast Guard culture to depict the relationship of the processes affecting a member's career from "cradle to grave". Each process has internal and external complexities that are fully apparent only to the process owner.

Data Collection

The study group identified areas of diversity concern from the perceptions of its members, collected data from subject matter experts, and drew conclusions and made recommendations for improvement within each area.

The first obstacle was nonexistent or incomplete data and information received in an inappropriate form for analysis. This stressed the importance of involving the process owner in identifying the type and format of data to be collected.

Data collection must be tailored to the aspect of the process being studied. Establishing reliable measures of effectiveness requires input and oversight of the process owner.

Measurement Cycle

Measurement and planning go hand in hand. Done correctly, a continuous cycle of measure, design, implement, and measure again develops. To plan improvement, the state of the process to be improved must be known (measured). To bring about change, the goal of the change must be defined in measurable terms. To determine the effectiveness of the change, it must be measured against the goal and adjusted appropriately.

For example, the results of the cultural audit will be reviewed by senior Coast Guard managers to target processes for change. The managers will set improvement goals and assign the process owners to carry them out. After the owners have executed process changes, they will then establish attainment measures of effectiveness.

The measurement cycle must be repeated. In subsequent cycles, a full cultural audit may not be necessary. A climate assessment may suffice and may be limited in subject to the targeted processes. However, as in any process, diversity management will require continuous measurement and adjustment. Senior management and process

owners must have current, reliable data when making process changes.

ACCOUNTABILITY

A critical element of any successful effort to implement diversity management as a process into the Coast Guard is accountability. The Appendix contains the study group's plan for accountability in implementing diversity initiatives

Specific actions necessary to carry out strategic plans must be documented. Likewise, any behavior conflicting with the creation of a positive environment for managing diversity must be documented and those involved held accountable. All forms of discriminatory behavior will not be tolerated.

The key areas of required performance which get the most attention are those for which one is rewarded or punished (e.g., held accountable). Three levels of accountability need to be addressed: individual, command, and organizational. At each level, there should be specific positive actions to further the goals of the Coast Guard's strategic plan for managing diversity.

Individual

- **Enlisted Evaluations**

For E-3 and below (form CG 3788A), incorporate a "valuing diversity" element under professional qualities factor category 4 (respecting others), and category 5 (human relations).

For E-4 through E-6 (form CG 3788B), incorporate a separate category on diversity management expertise under the leadership factor. Also, incorporate valuing/managing diversity elements under the performance factor category 4 (respecting others) and category 5 (human relations).

For E-7 and above (form CG 3788C), incorporate a separate category on diversity management expertise under the leadership factor. Also, incorporate "valuing/managing diversity" elements under the performance factor category 4 (respecting others), and category 5 (human relations).

- **Officer Evaluation Reports**

These include OERs, CG-5311s, CG-5312s, CG-5313s and flag officer reports. Incorporate in all OER forms

(levels I, II, captain and flag officer) elements for valuing/managing diversity into leadership skills 5.a. Emphasize the degree of alignment of members with policies and practices of diversity management as measurable indicators of leadership potential, future assignments, promotion, and similar opportunities.

- **Civilian Evaluations**

Incorporate an element for valuing and managing diversity into the supervisory/managerial critical job element of the performance evaluation system. Emphasize the degree of alignment of civilian personnel with goals and objectives of diversity management as reflected in the performance of official duties, day-to-day operations, and interactions with internal and external customers.

Command/Unit Accountability

All Coast Guard commands including program managers, MLCs, areas, Headquarters, district and individual units should be held accountable for developing initiatives which incorporate diversity management policies into their business and management processes. The degree of effort given toward adopting and implementing these policies should be considered by supervisors at all levels in the performance evaluation process.

Also commanding officers should be required to hold each individual accountable for conduct inconsistent with valuing and managing diversity.

Organizational Accountability

It is equally incumbent on the organization to review existing administrative, military justice and other disciplinary processes to ensure expeditious tracking and resolution of incidents of discriminatory behavior. Also civilian disciplinary and adverse action processes should be reviewed to ensure that appropriate mechanisms are available to expeditiously address confirmed actions of discrimination whether informal or formal complaints.

The full range of processes from educational/awareness training, counseling, administrative procedures, and lowered evaluations to disciplinary actions and separations should be considered to make sure that anyone who exhibits discriminatory behavior is held accountable which includes informal and formal complaints.

Sexual Harassment

A series of events caused the Coast Guard to focus on gender equality and expend efforts to address the concerns associated with sexual harassment. After the Commandant's speech on gender equality delivered by flag officers and SESs, there was a common theme in the feedback on the need to hold unlawful discriminators accountable and to identify offenders by a tracking system.

A sexual harassment prevention study group clearly indicated a need to develop a system whereby proven discriminators are held accountable. This group also identified the need for a tracking system and publicizing of incidents and punishments captured in the system.

A gender equality working group also addressed the issue of accountability for discriminatory behavior. Both the Minority and Women's Advisory Councils recommended that accountability for performance in regard to diversity, both in positive initiatives and negative behaviors needs to be incorporated into the management process.

Accountability Initiatives

There are two initiatives in progress to address accountability. A study group has been chartered by the Commander, Military Personnel Command, to develop appropriate diversity management wording to incorporate into the officer, enlisted and civilian evaluation systems. A cross-functional group, chartered by the Office of Personnel and Training, is to determine the most appropriate system to ensure accountability for discriminatory behavior.



The diversity study group fully supports the need to incorporate diversity into the evaluation systems, and to establish a system for tracking and holding unlawful formal and informal discriminators accountable.

REWARDS AND RECOGNITION

The study group was tasked to identify ways to recognize diversity-related performance in the Coast Guard's rewards and recognition systems. The Chief of Staff also chartered a Rewards and Recognition Focus Group to review and carry out recommendations of a Rewards and Recognition Quality Action Team.

The study group, in cooperation with the focus group, developed a plan for diversity awards and recognition activities. The plan is contained in Appendix G.

An annual Commandant's award for distinction in managing and valuing diversity would be created. The recipient of this award would become the Coast Guard's entry in the Secretary's Annual Awards category on diversity achievement.

Annual awards would be given at the district, MLC, and major Headquarters units to recognize distinguished involvement in managing and valuing diversity. The recipient would be included in the selection process for the Commandant's diversity award.

Diversity would also be recognized as an element of the new Meritorious Team Commendation Ribbon. Diversity concepts would also be encouraged in most civilian and military awards, and award write-ups in the Medals and Awards Manual [COMDTINST M1650.2A, Chapter 2] should be revised to include diversity management examples.

The awards boards should reflect an appropriate slice of the diverse workforce. The boards should also consider diversity initiatives, such as the Coast Guard's policy of equal treatment and opportunity for all personnel. Board members must be sensitive to the Commandant's commitment to equal opportunity and workforce diversity initiatives in all deliberations.

Informal and day-to-day awards should be given to recognize involvement and accomplishments in valuing and managing diversity. These

awards include letters of appreciation, certificates, and on-the-spot recognitions. The Commandant's catalog of types of informal recognition should include examples of valuing and managing diversity.

The "O" device would be eliminated from personal as well as unit awards. This device, which has been the subject of much discussion and confusion at units and in Awards Boards, sends the message that the Coast Guard places a higher value on some operational service and undervalues support services.

Supervisors of civilians would receive training in the use of incentive awards to ensure that civilians are recognized appropriately.

All awards (military and civilian) should be recognized in a timely and visible fashion through all-hands ceremonies, unit newspaper articles, awards walls and special write-ups.

OVERALL OBSERVATIONS ON THE STRATEGIC PLAN

The three goals and thirteen objectives contained in the Strategic Plan must be incorporated into the Commandant's Executive Business Plan to become effective. The study group's plan has elements which support the Commandant's Goal #1 - Putting People First and Goal #2 - Placing Diversity at Center Stage in the Coast Guard (see ALCOAST 055/94). The main thrust of the group's efforts (e.g., creating a positive environment, valuing all our people, and promoting individual success), are completely consistent with and fully support the Commandant's goals. Recommendations in support of the various components of the strategic plan are presented below.

RECOMMENDATIONS

- Approve the study group's Strategic Plan for Managing Diversity, including the activities/action items identified in Appendix A and summarized in the Implementation Plan, and integrate the plan's principles into the Commandant's Executive Business Plan. (G-CCS)
- Each program director adopt the tenets included in the Strategic Plan for managing diversity and integrate the goals in their program plans. Action items which implement the plan, in addition

to those developed by the study group should be considered when developing program business plans.

(All Program Directors)

- Conduct a cultural audit of the Coast Guard taking into account the lessons learned during the pilot cultural audit. (G-CCS, G-P)
- Provide training and education on valuing and managing diversity to all Coast Guard personnel, using, as a model, the plan developed by the study group. (G-P)
- Develop individual measures for accountability in valuing and managing diversity by modifying enlisted evaluations, officer OER's, and civilian evaluations as suggested by the study group. (G-P)
- Develop Headquarters, regional and district offices, and unit commands accountability for valuing and managing diversity by ensuring their plans reflect diversity principles. (G-CCS)
- Review existing administrative, military justice and other disciplinary processes to ensure expeditious tracking and resolution of incidents of discriminatory behavior including not only the formal complaints process but also, the informal complaints process normally processed at the unit level. (G-H, G-L G-P)

- Develop an annual Commandant's award for managing and valuing diversity which fits into the overall DOT Diversity Award scheme. (G-P)
- Ensure awards boards reflect an appropriate slice of the diverse workforce. (G-P)
- Incorporate valuing and managing diversity in all individual and team awards taking into consideration the plans developed by the study group. (G-P)
- Using results from the cultural audit and intervention strategies, develop managing diversity measures for each of the eighteen areas identified by the study group. (G-CCS & Process Owners)

IMPLEMENTATION

This section describes the actions that must take place to implement the Strategic Plan. It contains a marketing strategy for introducing diversity concepts to the Coast Guard workforce, as well as a summary of the study group's efforts to identify the Strengths and Barriers within the Coast Guard's organizational culture that will affect diversity implementation.

The bulk of this section contains an Implementation Plan which lists all action items developed during the Phases I and II of the Study. The plan identifies each primary process owner who will be responsible for implementing the action items. As action plans are developed and initiated, numerous process owners will likely become involved who may not be specifically mentioned in this plan but who will, nevertheless, share in the implementation of these initiatives.

MARKETING STRATEGY

The success of the Commandant's diversity management initiatives greatly depends upon the initiatives being successfully marketed throughout the organization so as to garner widespread acceptance and support by our workforce. An expertly planned marketing strategy, designed by a professional marketing firm specializing in diversity, will provide the best prospect for successful results.

Marketing Considerations

The first step in the overall marketing strategy is to identify all internal and external target markets. Internal markets include all Coast Guard personnel. They are the primary beneficiaries of diversity management. External customers include the general public; other federal, state and local government agencies, communities where the Coast

Guard has a presence, organizations regulated by the Coast Guard and/or with whom the Coast Guard conducts its business. The initial marketing focus will be on internal customers, in order to bring our workforce into alignment with diversity initiatives. Our workforce must "buy into" and reflect diversity management principles in order for our external customers to give credence to our efforts.

Once the managing Diversity Study Group report has been approved, contracting for the marketing firm should commence immediately and timetables/launch dates established. The selected firm would assist the Coast Guard in developing and publishing information on the benefits and the business reasons for maintaining a diverse workforce. They would also address individual responsibilities, accountability and achievements in implementing diversity. The contract will include production of a video on the Commandant's diversity message intended for Coast Guard-wide distribution.

Building upon the already published ALCOAST on diversity management, a Commandant Instruction on managing diversity must be developed. The final report of the Diversity Study Group should be widely distributed. Most importantly, marketing efforts should be carefully developed to emphasize the positive aspects of managing diversity. These may include an appropriate presentation on "Diversity Champions" for delivery throughout the Coast Guard, and a list of questions and answers addressing common diversity myths. Additionally, a post cultural audit marketing campaign should be developed, which would address the root causes, barriers, and any negative perceptions that could inhibit the Coast Guard's ability to achieve its goals.

As a follow-on to these initial efforts, the study group recommends adopting a five step marketing approach, including: communication, training and education, demonstration, evaluation, and reinforcement.

Communications

Several communications vehicles should be utilized such as an ALCOAST, COMDTINST, the "Commandant's Bulletin", the "Coast Guard Reservist" magazine, various newsletters, and posters. Posters outlining the Commandant's Vision Statement, diversity management strategic goals and objectives, and Diversity Policy Statement should be prominently displayed at all Coast Guard units.

Commanding officers and officers-in-charge should discuss diversity related issues in open forums, all hands meetings and in small groups. A Workforce Diversity Staff toll-free 1-800 number should be installed to respond to inquiries resulting from such meetings.

The Secretary and Members of Congress should be kept informed throughout the campaign on the Coast Guard's activities and accomplishments in the area of diversity and diversity management. This should be done through liaison with OST staff, and key congressional committees and their staffs.

Networking strategies should be developed to maintain contact with internal and external organizations, including, but not limited to: the Coast Guard Academy Alumni Association, Chief Petty Officers Association, Coast Guard Auxiliary, Reserve Officers Association, other federal agencies, and the various Military Services supported organizations such as: the National Naval Officers Association (NNOA), and the Association of Naval Service Officers (ANSO).

Training and Education

Once the initial wave of information is issued, a well-trained team should "hit the streets" to sell managing diversity as a positive process to Coast Guard personnel. This team must be persuasive, armed with hard facts and good solid arguments



to respond to questions, address concerns, and solicit recommendations and comments. They must be able to sell the value of diversity to the Coast Guard as a whole and its value to each individual. They should be equipped to answer the question, "Why is diversity important to me?"

Training and education aids should include demonstration videos, workbooks and exercises. To set the tone and emphasize the importance of the initiative, the Commandant could open the video tape with a personal message. This should be followed up with personal comments and experiences from a broad range of Coast Guard personnel, both civilian and military, to emphasize the importance of diversity.

After the formal training, selected individuals should be trained to conduct ongoing workshops and discussion groups. To be successful, this effort must maintain focus, command attention and receive support at all levels. As an ongoing process, the program must be re-energized periodically.

Demonstration

This is where the Coast Guard has the opportunity to publicize a strong commitment to achieving its goals and objectives by institutionalizing diversity management and making it a part of everyday life. Demonstrations of specific accomplishments or notable achievements by individuals or teams who contribute positively to diversity management should be rewarded. Conversely, any form of insensitivity or negative examples of individuals not respecting the differences of others must be dealt with swiftly by employing appropriate corrective measures such as: counsel-

ing, retraining, documenting negative performance or behavior, or taking disciplinary action against the offender. In other words, holding people accountable for their actions will greatly assist in ensuring the Commandant's diversity management initiatives are a success.

Evaluation

A pre-campaign evaluation would be conducted to determine a baseline and help craft an effective strategy for a sound marketing program. A post-campaign evaluation should also be conducted to determine the effectiveness of the marketing effort and to suggest strategic changes.

Reinforcement

Reinforcement sustains the program by introducing new people to the concept of diversity and striving to strengthen the overall integration of these concepts into daily operations. There must be continual improvements to the program with input from all Coast Guard personnel.

The post-campaign evaluation should support reinforcement efforts. Answers to such questions as: "What were the most effective marketing tools?"; "What changed your views of the value of diversity management?"; and, "What areas need reviewing and reinforcing?"; could provide valuable clues to what should be considered for the ongoing program.

Recommendations

- **Quick Hitters**

Contract with a marketing firm that specializes in diversity marketing.

Deliver a briefing on diversity management to the Fall 1994 Flag Officers Conference.

Publish the Executive Summary of the report through Flag Voice and organizational publications.

Consolidate existing diversity newsletters into a single "People in the Coast Guard Newsletter" which features articles on civilians, persons with disabilities, white males, and civilians of different sexual orientation etc.

Write a Commandant Instruction on Diversity Management in the Coast Guard.

Develop and disseminate posters outlining the Commandant's Vision and Policy Statements and diversity

management strategic goals and objectives.

Require CO's and officers-in-charge to conduct open discussions on diversity issues in all-hands and small group meetings.

Establish a toll-free 800 line to respond to inquiries resulting from all-hands meetings and from callers desiring information on diversity issues.

Schedule "road shows" featuring well-trained teams to market diversity to the entire Coast Guard.

- **Long-Term Actions**

Develop a presentation for diversity "Champions" to be delivered throughout the Coast Guard.

Produce, in-house, an introductory video tape of 15 minutes or less featuring the Commandant delivering his message on diversity and key aspects of his Executive Business Plan related to diversity management.

Establish networks with external target markets and organizations to help publicize and support Coast Guard diversity initiatives, such as the Coast Guard Academy Alumni Association, Chief Petty Officers Association, Coast Guard Auxiliary, Reserve Officers Associations, other federal agencies, and Military Services support organizations such as the NNOA and ANSO.

Conduct a post-evaluation to determine the adjustments needing to be made in the diversity management marketing strategy.

STRENGTHS AND BARRIERS

This section describes the work of the study group in looking at aspects of the Coast Guard culture that were felt to support diversity management and those which were felt to present challenges to it. Both strengths and barriers reflect the perceptions held by the group based upon their own feelings and experiences. The barriers in the Coast Guard, real or perceived, are not counterbalanced by strengths. Although, strengths can also have downsides which can lead to barriers; however, this could not be verified by the group without more data. A matrix comparing strengths and barriers to cultural values and beliefs is provided at the end of this section. The planned

Coast Guard-wide cultural audit will further examine these issues.

Data concerning strengths and barriers to diversity management will be gathered when the full-scale cultural audit is administered. The results will be analyzed to determine the degree to which perceptions of strengths and barriers may be validated. Actions to overcome barriers will be identified. Overcoming barriers to diversity management will be key to its overall acceptance. The tools to be employed will include long and short term measures and immediate, common sense actions.

Examples of strengths and barriers to diversity management appear below. Actions to overcome barriers are shown in bold type.

Statistics Increase

An erroneous belief that diversity and AA/EEO are synonymous exists and that diversity initiatives mandate the hiring of minorities and females simply to increase the numbers. Training and education must clearly define diversity and state reasons why initiatives that promote diversity management are important to Coast Guard. The distinction between affirmative action/equal employment opportunity as programs mandated by law, and diversity initiatives prompted by business necessity must be clarified and emphasized.

If it ain't broke...

An argument exists that the Coast Guard is productive without changing its demographics (e.g., the job is being done well with the current workforce mix), so why change? **Data must be provided to identify barriers to the upward progression of diverse groups, (e.g., the glass ceiling affecting the promotion of women), so barriers may be removed. The implications for the Coast Guard of failing to fully employ all of its resources, including the full utilization of members of diverse groups, must be quantified in terms of lost dollars and lost productivity when explaining the benefits of diversity management to the organization.**



Quick fix

A perception exists that diversity initiatives are a "quick fix" for "a few negative incidents." The emphasis on diversity management as an ongoing process must be expressed. Its alignment with leadership and quality must be made clear. A focus on continuous improvements to support and enhance the work environment must be apparent.

Cultural barrier

A perception exists that the Coast Guard culture acts as a barrier to diversity. Detailed, factual information must be gathered and disseminated throughout the organization to explain why cultural change is needed.

Lack of Accountability

A perception exists that the Coast Guard will not hold its people accountable for implementing actions to promote diversity management. This perception can be negated by actions that reward behaviors that support diversity management and acting quickly to take appropriate action against persons who demonstrate inappropriate behavior or actions.

Threats

A perception exists that minorities and women are "less qualified" than majority males and that their hiring and promotion limits the hiring and promotion opportunities for majority males, thereby thwarting their career advancement. Clear, understandable information on the selection process must be disseminated widely to send

the message that only the best qualified persons, whether minority or majority, are selected for employment or promotion.

Resistance

A perception exists that minorities/women are given an "unfair advantage" in selections and that a shift in emphasis now means that white males are receiving "unfair treatment." Data showing that minorities/women have been disadvantaged in society and in the workplace must be gathered and disseminated. Coast Guard demographic data must be presented. White males must be made to feel that they are included in diversity and know that diversity is inclusive versus exclusive. Efforts should be made to turn stonethrowers into stakeholders by conducting town meetings, all-hands meetings, etc., processed by trained facilitators and subject matter experts.

People not Valued

A perception exists that the Coast Guard does not value its people. An alignment of Coast Guard's core values with leadership, diversity management, work-life, and total quality management initiatives must be clearly shown.

Competing priorities

A perception exists that diversity will be given short-shrift due to budgetary constraints and competing priorities. Reference to the Commandant's Direction and Executive Business Plan which place diversity issues at "center stage" must be emphasized up and down the organizational chain. Diversity management must be defined as a process that is an integral part of mission performance.

Backlash

A perception exists by white males that they are "locked out" of diversity management. This issue represents a "backlash" to diversity initiatives which must be addressed through marketing diversity as all-inclusive versus exclusive and clearly stating its broad-based benefits.

Lack of motivation

A perception exists that diversity is just another "buzz word" that will go away when the leader-

ship changes. The business reasons for diversity management must be emphasized.

Lack of conceptional clarity

A perception exists that not all in Coast Guard understand diversity and diversity management. A clear definition of terms is needed so that everyone "sings from the same sheet of music" when discussing diversity and diversity management. These terms should be used consistently in all issuances (e.g., directives and publications). Training and education must be undertaken in tandem with marketing efforts.

Avoiding Risk

A perception exists that risk-taking is neither encouraged nor rewarded by Coast Guard. Encourage and reward risk-taking to foster creative thinking and problem solving. Emphasize the importance of including all members in the workforce as vital to improving creativity, problem solving and in representing the diverse community whom we serve.

Affirmative Action Baggage

A perception exists that affirmative action means hiring and promoting unqualified people. Clarify the differences between diversity and affirmative action programs and discuss how affirmative actions support diversity management.

Insufficient Leadership

A perception exists that the Coast Guard leadership is armed not aboard with diversity management. Arm Coast Guard leaders with the information they need to become "champions" of diversity and its management.

Full plate

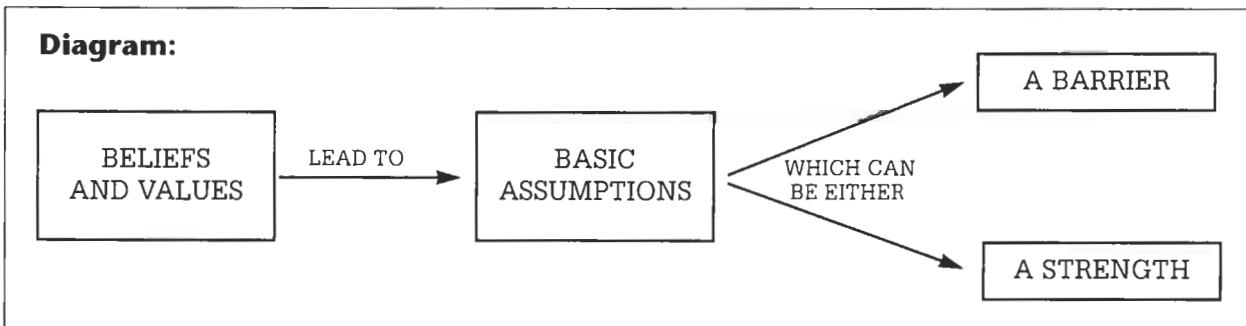
A perception exists that Coast Guard has a "full plate," (e.g., initiatives that cover a broad spectrum including excellence, TQM, and gender equality). It is difficult to see where diversity fits in the equation. With leadership as the umbrella, show how diversity, TQM, mentoring, and work-life are mutually supportive of leadership and an element of the leader's role.

ORGANIZATIONAL CULTURAL: VALUES, BELIEFS & BASIC ASSUMPTIONS THAT RESULT IN BARRIERS AND STRENGTHS TO DIVERSITY

BACKGROUND:

Organizational Culture is: "concerned with the beliefs and values shared by an organization's members and represent the character of the organization as seen and experienced by its members".

Organizational Culture is also: "concerned with the basis assumptions invented, discussed and developed by a group as it learns to cope with the problems of external adaptation and internal integration".



APPLICATION OF DIAGRAM TO COAST GUARD CULTURAL VALUES AND BELIEFS:

CULTURAL VALUES AND BELIEFS:	BARRIERS TO DIVERSITY	STRENGTHS TO DIVERSITY
Devotion To Duty: Devotion to duty is concerned with being professional, seeking responsibility, accepting accountability, and being committed to the successful achievements of the organization's goals. Existing to serve and serving with pride.	Mission Driven: - "Can't say no" mentality - Want to do it all - "do it now" philosophy - Competing priorities - Duty is first, personnel problems second Our sense of pride leads us to try to do more with less; our plate is always full. The competing priorities we have difficulty prioritizing, we want to do them all & on time. In this process we subordinate the problems & concerns of our people. As well as those of ourselves (Self-sacrificing) Reactive Managment: - "Firefighter" attitude - Crisis orientated Since we have difficulty prioritizing, items that become urgent are the first with which we dealt..	- "Can do" mentality - Desire to make things happen - Risk taking (Ops) is rewarded - Creative thinking - Devotion to duty Motivation/productivity focused: The Coast Guard reacts when faced with challenges. Motivated by high pressure situations, willing to devote all resources/personnel/money necessary to mission accomplishment. Important to realize there is a balance between people and missions and be able to prioritize accordingly. Loyalty: - Love for the institution The humanitarian challenging missions of the Coast Guard promote a great deal of loyalty by its members and the public. Diversity flourishes in the

CULTURAL VALUES AND BELIEFS:	BARRIERS TO DIVERSITY	STRENGTHS TO DIVERSITY
Devotion to Duty (Cont.)	<ul style="list-style-type: none"> - Risk taking not valued We do not reward people who take risks unless the result was a highly positive outcome. - Lack of empowerment <p>The model manager is under great pressure to clear their full plate & to deal with day to day crisis management that they do not have the time to empower their subordinates to do something they could do more effectively on their own.</p>	environment (nurturing).
Respect: Respect is concerned with valuing a diverse work force, treating each other with fairness, dignity and compassions. Encouraging individual opportunity and growth, encouraging creativity through empowerment, working as a team.	TEAMWORK: <ul style="list-style-type: none"> - Ops over Admin (barrier to teamwork) - Academy over OCS/DCO - Military over Civilian - Active over Reserve LACK OF DIVERSITY: <ul style="list-style-type: none"> - Female/Minority demographics - Women on Active Duty 1973 - Diversity at lower ranks - Loyalty to assimilation AA BAGGAGE	LEADERSHIP: Enlightened Leaders Respect for Leaders
Honor: Honor is concerned with integrity as the standard, demonstrating uncompromising ethical conduct and moral behavior in all personal actions. Being loyal and accountable to the public trust.	<ul style="list-style-type: none"> - Personal emotional baggage - Strict Justice system - It's our Coast Guard 	<ul style="list-style-type: none"> - High ethical standards - Trust
Traditional Roles: Traditional roles include those missions that form the foundation of the Coast Guard, including being a Maritime service, a Military organization, Peace time roles & multi-missions.	<ul style="list-style-type: none"> - Seagoing service - Traditional male roles - Male dominated/organizational value system - resistance to change (if it isn't broke, don't fix it) 	<ul style="list-style-type: none"> - Public service - Humanitarian service - Multi-mission - Action orientated - Maritime focus - Community acceptance/respect - Save lives/property - Small, know each other

**CULTURAL VALUES
AND BELIEFS:**

**BARRIERS TO
DIVERSITY**

**STRENGTHS TO
DIVERSITY**

Armed Force:

Being an Armed Force is concerned with the extreme responsibility, dedication accountability and competition for promotions/assignments elements that are inherent in an Armed Force.

- Doer-model managers
- Hierarchy system
- Extremely competitive

- Peacetime service missions
- Job security
- Pay and benefits
- Exciting job opportunities

Balanced Work/life:

Balanced Work/life is related to the balance of work and personal needs.

- Frequent travel requirements

- Family support
- "Coast Guard" family support

**Organizational
Identity:**

- Perfectionism

- Support creative change

The Organizational identity element relates to how an organization views itself.

IMPLEMENTATION

RECOMMENDATIONS AND IMPLEMENTATION PLAN

The 62 recommendations appearing below are taken from the sections entitled "Framework" and "Strategic Plan".

ACTION ITEMS FROM FRAMEWORK	PROCESS OWNERS	COMMENTS
<i>Instruction</i> 1. Adopt definitions of diversity and diversity management; include them in appropriate instructions, plans, training, policies and programs.	G-CCS, ALL Process Owners	Action partially completed.
2. Develop/publish Commandant's Diversity Policy Statement.	G-P	Action completed.
3. Include diversity concepts in Commandant's Vision Statement.	G-CCS	Action completed.
4. Approve use of diversity experts in areas where needed.	G-CCS	Action completed for study group; experts needed for CG-wide cultural audit and marketing.

ACTION ITEMS TO CREATE A POSITIVE ENVIRONMENT	PROCESS OWNERS	COMMENTS
1. Task program directors to adopt management-oriented actions in their strategic plan and integrate the goals into their program plans.	ALL Process Owners	
2. Approve/publish the strategic plan for managing diversity and integrate its principles into G-C's Executive Business Plan.	G-CCS	
3. Conduct a cultural audit and develop intervention strategies.	G-CCS, G-P	
4. Incorporate diversity management training into all leadership training programs.	G-P	
5. Develop program ties between diversity management and leadership, TQM, human relations, and work-life.	G-P, G-CQ	
6. Develop, market, and publish desired leadership traits which include managing diversity.	G-P	

7. Review policy statements and publications for conformance with diversity management concepts.

G-C, ALL Process Owners

ACTION ITEMS TO CREATE A POSITIVE ENVIRONMENT

PROCESS OWNERS

COMMENTS

8. Assign a program manager to develop and oversee diversity management, provide for the development of education/training programs and diversity policies; provide full-time staffing commensurate with programmatic responsibilities and assure an appropriate level of funding.

G-P

9. Create a civilian policy advisor and a male policy advisor in addition to the women and minority advisors in G-Pd-2.

G-CCS, G-P

10. Establish CG-wide guidelines/policies to define and address social climate issues affecting Coast Guardsmen and their dependents; develop intervention strategies.

G-CCS, G-H

ACTION ITEMS TO CREATE A POSITIVE ENVIRONMENT

PROCESS OWNERS

COMMENTS

11. Develop managing diversity measures for the 18 areas identified by the study group using results from cultural audit.

G-CCS, ALL Process Owners

12. Conduct research to better understand what attracts women and minorities to CG; develop an action plan to target under-represented groups.

G-P, G-H

13. Continue funding, staffing, and marketing support for existing minority and women recruiting initiatives; provide resources to enhance participation of "centers of influence" (NAACP, HBCUs, predominantly African-American, Hispanic, Asian, and women institutions of higher learning to augment recruitment efforts).

G-CCS, G-P, G-H

14. Institute exit interviews to determine causes of higher attrition rates among minorities and women at basic training, OCS, and the academy; analyze data and take appropriate corrective action, if warranted.

G-P, TRACENs

**ACTION ITEMS TO PROMOTE
VALUING ALL PEOPLE**

PROCESS OWNERS

COMMENTS

1. Streamline informal and formal discrimination complaint processing to facilitate timely resolutions; take appropriate action against discriminators.

G-H, ALL Process Owners

2. Develop plan to use DEOMI-trained facilitators, Civil Rights Officers, and EEO Counselors to promote diversity management principles/concepts.

G-H

3. Research the demographics of personnel receiving adverse actions issues; conduct trends analysis to explain/correct disparate treatment; disseminate nature of disciplinary actions and discrimination cases as effective learning tools.

G-H

4. Implement accountability measures to further goals of strategic plan, at individual, command, and organizational levels.

G-CCS, ALL Process Owners

**ACTION ITEMS TO PROMOTE
VALUING ALL PEOPLE**

PROCESS OWNERS

COMMENT

5. Review existing administrative, military justice and other disciplinary processes; ensure expeditious tracking and resolution of incidents of discriminatory behavior.

G-H, G-L, G-P

6. Ensure all CO's receive diversity management training prior to assuming command.

G-P, ALL Process Owners

ACTION ITEMS TO PROMOTE INDIVIDUAL SUCCESS	PROCESS OWNERS	COMMENTS
1. Develop standardized systems to monitor/address trends in military/civilian evaluation systems to identify disparate treatment of women/minorities, the disabled, older workers, and civilians of different sexual orientation.	G-P, G-H	
2. Expand the mentor program to enable everyone to be a mentor or be mentored.	G-P	
3. Require counseling for reported-on officers before OERs are submitted to reviewing officers.	G-P, MPC	
4. Introduce questions on managing diversity on all enlisted advancement courses and servicewide exams.	G-P, MPC	
5. Assess officer/enlisted minority/women's promotion/advancement rates; take appropriate action to ensure equitable promotion/advancement rates.	MPC	
6. Identify and groom high-performing women/minorities for upper level civilian positions.	G-P AND ALL Process Owners	
7. Seek legislative and/or policy changes to allow Reserve Program Administrators to compete for flag rank.	G-CCS, G-P, MPC	
8. Develop methods to provide constructive feedback to officers not selected for promotion.	MPC	
9. Provide adequate berthing facilities to support the assignment of women at all units.	G-E	
10. Change personnel policies to permit all new officers to be assigned to all O-1 billets, regardless of commissioning source; ensure equitable access to seagoing billets for all officers.	MPC, G-P	

11. Provide adequate access to persons with disabilities to shore facilities where dependents & the public visit, conduct business, or are employed.

G-E, G-P

ACTION ITEMS FROM THE MARKETING PLAN

PROCESS OWNERS

COMMENTS

Quick Hitters:

1. Contract with a marketing firm specializing in diversity marketing.

G-P

2. Deliver briefing on diversity management to Fall 1994 Flag Conference.

G-P

DONE

3. Publish Executive Summary of report through Flag Voice and other publications.

G-P, Process Owners

4. Consolidate existing diversity newsletters into a single "People in the CG Newsletter" and feature articles on all aspects of diversity (persons with disabilities, white males and persons of different sexual orientation, etc.).

G-P

5. Write a COMDTINST on diversity management in the CG.

G-P

6. Develop/disseminate posters outlining G-C's Vision and Policy statements and strategic goals/objectives.

G-P

7. Require CO's and OINC's to conduct open discussions on diversity at all-hands/small group meetings.

ALL Process Owners

8. Establish toll-free 800 line to take calls on diversity issues.

G-P

9. Develop a presentation on diversity "Champions" for delivery throughout CG.

G-P

10. Produce short introductory video in-house featuring G-C's message on diversity and emphasizing diversity aspects of his Executive Business Plan.

G-P

Long Term:

11. Establish networks with external groups/organizations, i.e., CGA Alumni Assoc., CPO Association, etc. to publicize & support CG initiatives. G-P

12. Evaluate marketing campaign for effectiveness; make adjustments as needed and determine if "second" campaign will be required. G-P

**ACTION ITEMS FROM
THE REWARDS AND
RECOGNITION PLAN**

	PROCESS OWNERS	COMMENTS
1. Reward those who adopt desired leadership traits and hold accountable those who do not.	ALL Process Owners	
2. Foster/reward those who make permanent berthing arrangements for women on existing vessels.	MPC, ALL Process Owners	
3. Develop annual Commandant's Award for managing/valuing diversity; integrate into SECDOT Diversity Award process.	G-P	
4. Ensure awards boards reflect an appropriate slice of the diverse workforce.	G-P, MPC	
5. Incorporate valuing/managing diversity in individual/team awards. Include diversity concepts in civilian and military awards.	G-P	
6. Eliminate the "O" device from individual & unit awards.	G-P	
7. Train supervisors of civilians on incentive awards.	G-P	
8. Revise Medals & Awards Manual to include diversity management examples in awards write-ups.	G-P	
9. Award recipients should be recognized in a timely and visible fashion.	ALL Process Owners	

**ACTION ITEMS FROM
THE TRAINING AND
EDUCATION PLAN**

PROCESS OWNERS

COMMENTS

1. Develop diversity awareness training that incorporates the following elements (from the Training & Education Plan):

- clarify diversity terms
- CG initiatives & goals
- CG demographics
- relationship to EEO/AA
- relationship between cultural values & behavior
- relationship between communication styles & job performance
- communication to external customers
- managing diversity
- abolishing misperceptions.

G-P

2. Develop a diversity education training program that incorporates the following elements (from the Training & Education Plan):

- conflict negotiation/resolution
- work-based vs. culture-based conflicts
- performance measures for classroom training
- issues in cross-cultural & gender-based communications
- impact of leadership & mgmt. styles on diversity
- problem solving skills in a diverse workforce
- impact of personality type on leadership style.

G-P

3. Incorporate training in diversity management into existing training provided to mid- and senior-level managers to anchor diversity management as one of the Coast Guard's guiding principles; ensure that recurrent training and education is offered to enable competency & expertise in diversity management to be maintained. Include:

- diversity principles/mgmt. linked to leadership
- recurrent training to maintain expertise

G-P

- importance of continuous evaluation of policies, practices & procedures
- advocacy role of managers; highlight diversity "champions"

4. Provide training on valuing and managing diversity to all CG personnel, using the training and education plan as a model.

G-P

5. Train trainers to deliver diversity management training; consider using TRACENs to assist; schedule "road shows" to market diversity CG-wide.

G-P, TRACENs

APPENDIX A

Study Group Charter **Managing Diversity as a Process**

PURPOSE: To develop the Coast Guard policy on Diversity Management which includes both a strategic and an implementation plan for incorporating the process of achieving, valuing and managing diversity throughout the Coast Guard workforce.

SITUATION: We are in an environment of reduced spending and the ever-increasing need for efficiency and maximum utilization of our human resources. This challenges us to continually seek ways to maximize one's potential in order to increase productivity. At a time when higher levels of productivity are essential, we are always looking for continuous improvement and better service to our diverse customer base. Therefore, initiatives to incorporate diversity management into the Coast Guard not only are the right thing to do but, as a bottom line business decision, the practical thing to do. The process of achieving, valuing, and managing diversity is vital to positioning the Coast Guard to be able to continue to accomplish its missions of serving a diverse customer base by attracting and retaining the best and brightest of an increasingly diverse workforce and thereby remain an employer of choice. The Coast Guard, therefore, needs to move beyond affirmative action and valuing differences to creating a culture which actively manages and celebrates diversity.

BACKGROUND: The Secretary of Transportation mandated that all agencies within DOT shall aggressively strive toward achieving a culturally, ethnically, and gender diverse organization. The Commandant has identified diversity management as one of his strategic goals. At the March 1993 Flag Conference, the issue of diversity management was studied and an action item developed to determine the best method for: performing a cultural audit; developing a strategic plan to manage diversity; and implementing the strategic plan. The HRCC was identified as the proper forum to take the lead on this issue. The decision was made to charter a Flag level study group made up of a diverse group of people from around the Coast Guard to respond to the action item.

GOVERNANCE STRUCTURE The Human Resources Coordinating Council (HRCC) is the chartering entity for the Study Group.

and

TASKING: The team leader will be a Flag officer or an SES. The team leader will keep the Guidance Team abreast of the Study Group's progress. The team leader shall provide a formal report/brief to the HRCC after completion of each phase of the deliverables to report phase accomplishment and to request approval to continue on to the next phase. G-CPP will supply a facilitator for the group.

The Study Group shall utilize the TQM methodology (FADE cycle).

The HRCC will serve as the Guidance Team. The Guidance Team shall provide support to the Study Group in terms of resources, and advice on programmatic, policy and functional matters related to the topic under study in the manner outlined in COMDTINST 5224.7 and 5224.8.

Membership: 8 to 10 people (include diversity as per examples listed in Membership Criteria below).

Subject matter expert external to the Coast Guard as required
Adjunct Member/ Advisor(s): Representatives from G-P, G-H, G-CPP

DELIVERABLES: PHASE I - FRAMEWORK

- 1- Develop a Coast Guard definition of diversity, taking into consideration the differences between military, civilian and reserve.
- 2- Develop a Commandant's Diversity Policy Statement (consider existing draft).
- 3- Develop a revised Coast Guard Vision Statement to include a commitment to managing diversity.
- 4- Conduct a benchmark comparison with other government agencies and private corporations to determine the best practices most applicable to the Coast Guard.
- 5- Determine the need for subject matter expertise external to the Coast Guard in the process of developing plans to implement diversity management throughout the organization.

PHASE II - STRATEGIC PLAN

- 6- Develop a Strategic Plan for incorporating diversity management throughout the Coast Guard (consider existing draft).
 - a. Develop a plan for conducting a cultural audit of the Coast Guard.
 - b. Develop an education/training plan for deploying diversity throughout the organization.
 - c. Develop measures of effectiveness for the implementation of diversity management.
 - d. Develop methods to ensure accountability for implementing diversity initiatives. Determine applicability to all personnel evaluation systems.
 - e. Identify applicability for recognizing diversity related performance.

PHASE III - IMPLEMENTATION

- 7- Develop an Implementation Plan and identify responsibilities for completing action items within the plan.
 - a. Identify strengths in the Coast Guard culture that support the implementation plan.
 - b. Identify barriers in the Coast Guard culture that impede the implementation plan.
 - c. Develop a marketing strategy for the deployment of diversity management.

TIMEFRAME: The team will meet twice weekly or as necessary at the call of the Team Leader in order to meet a report delivery date to their Guidance Team of 3 January 1994.

STUDY GROUP MEMBERSHIP CRITERIA:

Team Leader (O-7/SES or above)	Active Duty
Diversity considerations including:	Civilian
Geographic representation	Race
Operational/ Administrative Expertise	National Origin
Paygrade/Grade level	Ethnic Background
Reservist	Religion
Disabled	Gender

(Signed)
ROBERT E. KRAHEK
Chief of Staff

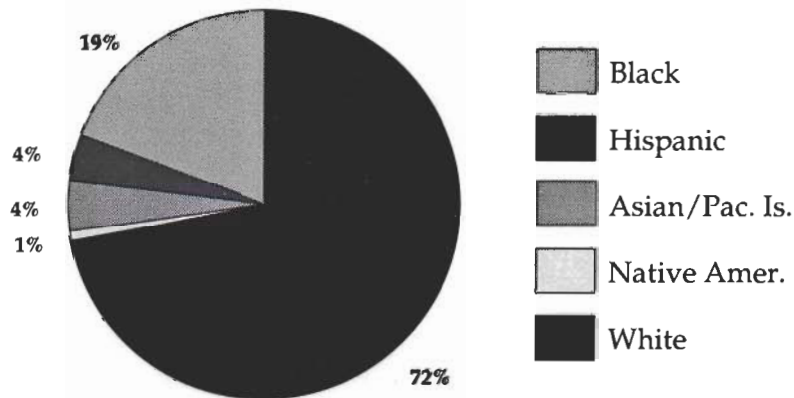
APPENDIX B

Workforce Demographics

Coast Guard Civilian Demographics

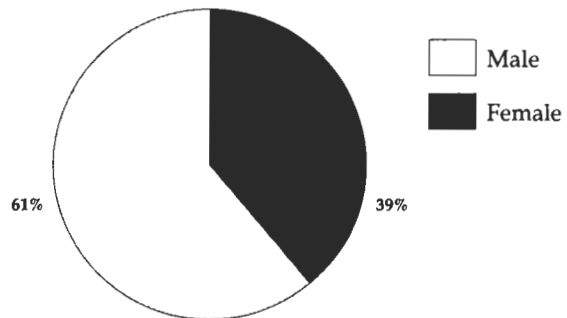
Permanent Full-Time Civilians	Total Minority	Black	Hispanic	Asian/Pac. Is.	Native Amer.	White	Total
SES	1	1	0	0	0	8	9
Academy Faculty	2	0	0	2	0	29	31
Admin Law Judge	0	0	0	0	0	10	10
GS/GM 13-15	145	82	21	38	4	760	905
GS 7-12	681	466	92	109	14	1761	2442
GS 3-6	340	255	48	26	11	444	784
GS 1-3	1	0	1	0	0	0	1
Wage Board	431	309	83	30	9	1168	1599
Total	1601	1113	245	205	38	4180	5781

Civilians by Race



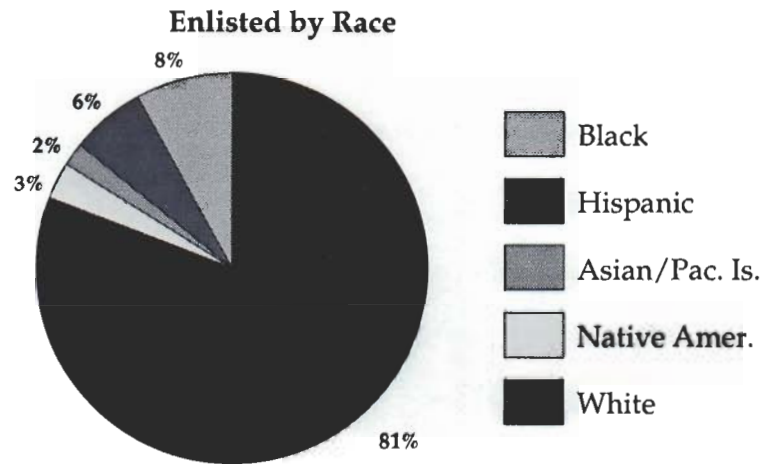
Permanent Full-Time Civilians	Female	Male
SES	0	9
Academy Faculty	4	27
Administrative Law Judge	1	9
GS/GM 13-15	237	668
GS 7-12	1333	1109
GS 3-6	644	140
GS 1-3	1	0
Wage Board	20	1579
Total	2240	3541

Civilians by Gender

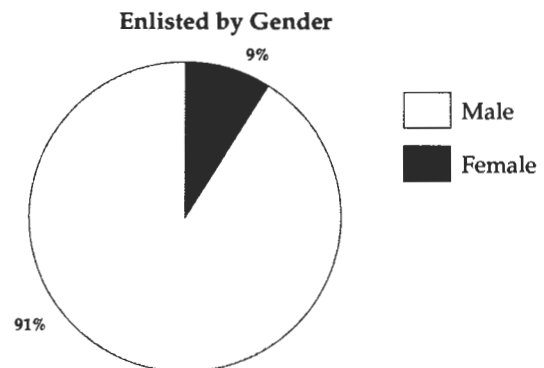


Coast Guard Enlisted Demographics

Enlisted	Total Minority	Black	Hispanic	Asian/ Pac. Is.	Native Amer.	White	Total
E1-E9	5267	2244	1691	557	775	23881	29148



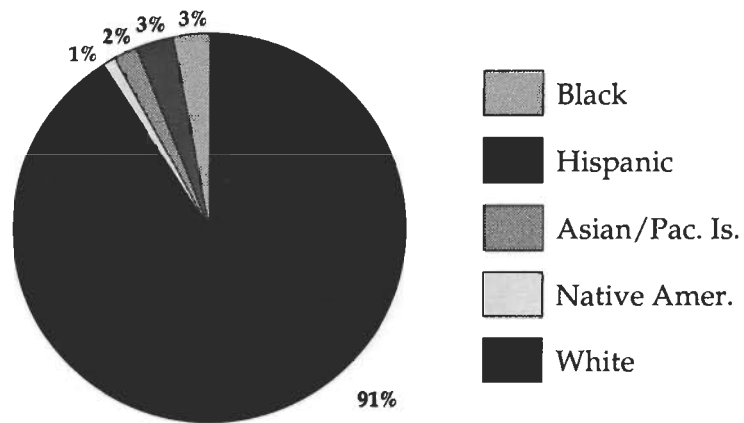
Enlisted	Female	Male
E7-E9	113	3551
E4-E6	1517	17429
E1-E3	897	5641
Total	2527	26621



Coast Guard Officer Demographics

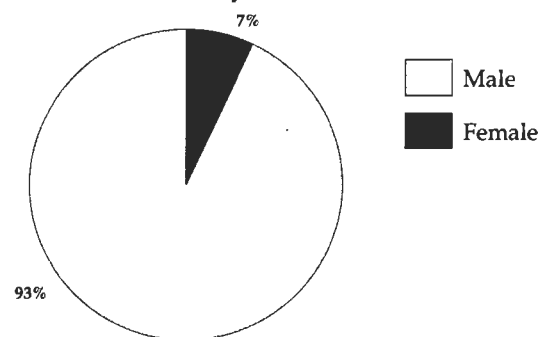
Officers	Total Minority	Black	Hispanic	Asian/ Pac. Is.	Native Amer.	White	Total
O7-O10	0	0	0	0	0	31	31
O4-O6	81	33	27	20	1	2021	2102
O1-O3	427	141	133	121	32	3323	3750
Total	508	174	160	141	33	5375	5883

Officers by Race



Officers	Female	Male
O7-O10	0	37
O4-O6	68	2287
O1-O3	421	4632
Total	489	6956

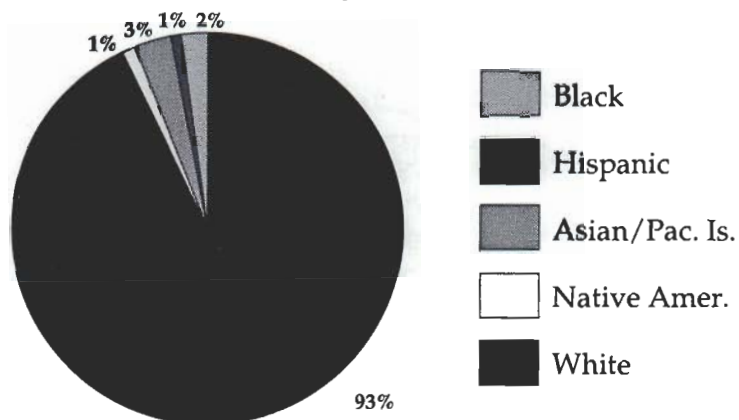
Officers by Gender



Coast Guard Warrant Officer Demographics

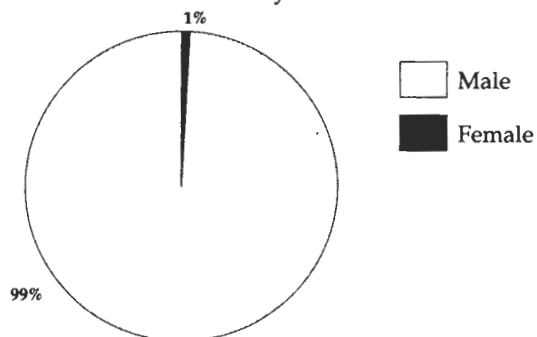
Warrant Officers	Total Minority	Black	Hispanic	Asian/ Pac. Is.	Native Amer.	White	Total
W1-W4	103	32	23	40	8	1459	1562

Warrant Officers by Race



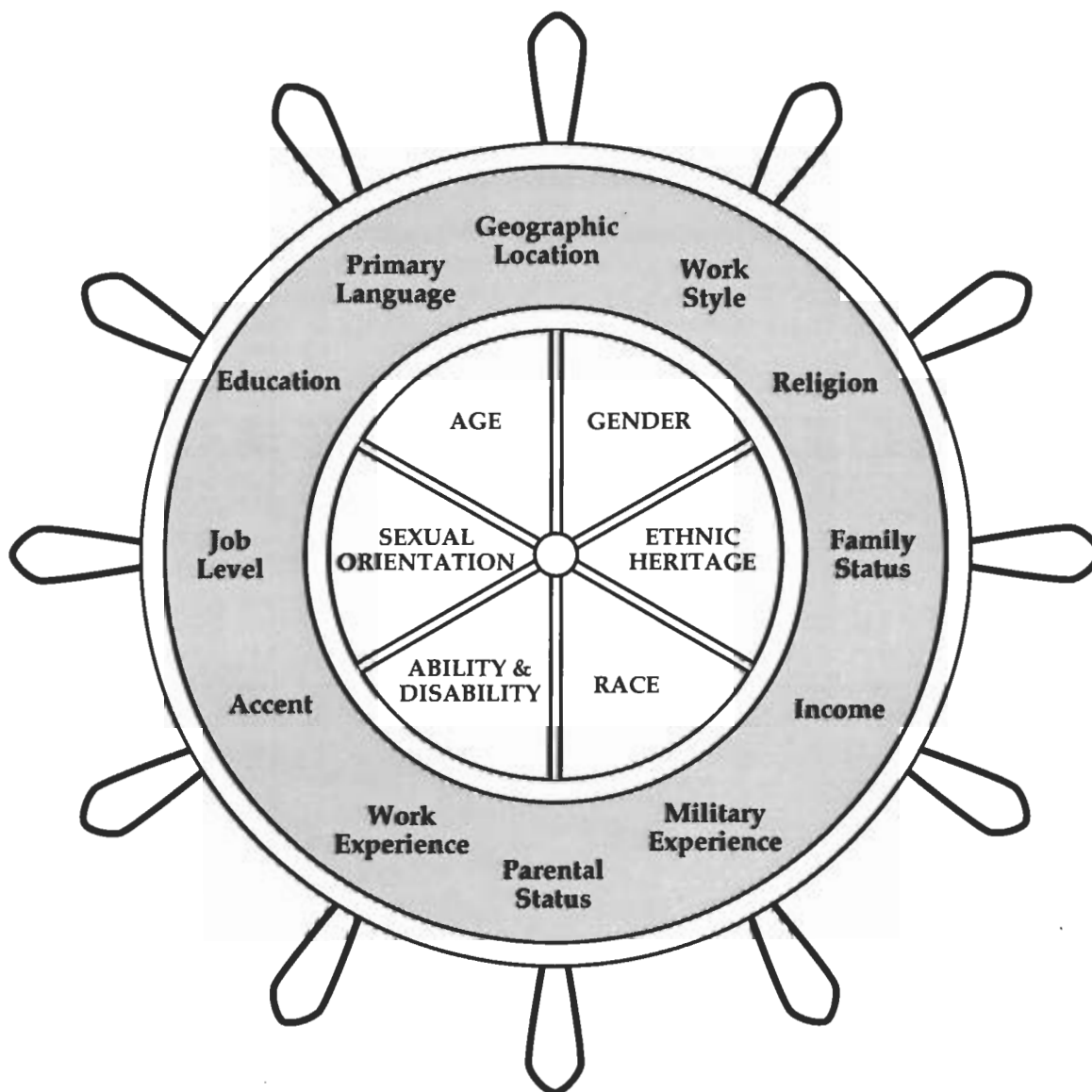
Warrant Officers	Female	Male
W1-W4	22	1540

Warrant Officers by Gender



APPENDIX C

Dimensions of Diversity



- ☐ **PRIMARY DIMENSIONS** – Dimensions that we are born with and/or are not easily changeable by ourselves.
- ☐ **SECONDARY DIMENSIONS** – Dimensions that we acquire and/or add on as part of living and life experiences.

APPENDIX D

Strategic Plan

Vision for Managing Workforce Diversity

"The Coast Guard as a military organization is committed to creating and ensuring a positive environment where the differences of personnel are recognized, understood and valued, so that all can achieve their full potential and maximize their contributions to Coast Guard missions."

Strategic Goals

GOAL 1 - POSITIVE ENVIRONMENT

Create a positive environment for managing diversity

GOAL 2 - VALUE ALL PEOPLE

Be the organization which most highly values all our people and honors their differences

GOAL 3 - PROMOTE INDIVIDUAL SUCCESS

Ensure every Coast Guard person has the opportunity to reach their full potential

GOAL 1 - POSITIVE ENVIRONMENT

Create a positive working environment for managing diversity.

Objective:

1.1 Understand current Coast Guard culture so as to be able to identify and remove cultural barriers. (Culture)

Objective:

1.2 Enlighten leaders to managing diversity. (Leadership; Training and Education)

Objective:

1.3 Achieve a diverse workforce. (Recruiting; Retaining; EEO/AA)

Objective:

1.4 Ensure plans, resources and policies fully support managing diversity.
(Management plans; Policies; Staffing)

Objective:

1.5 Project CG values in the communities where we live and work. (Social Climate)

GOAL 2 - VALUE ALL PEOPLE

Be the organization which most highly values all our people and honors their differences.

Objective:

2.1 Everyone recognizes, understands & values differences. (Training and Education)

Objective:

2.2 Recognize & reward individual and group contributions to managing diversity.
(Rewards & Recognition)

Objective:

2.3 Provide fair, equal and rapid conflict resolution. (Justice & EEO/AA, BCMR, PRRB)

Objective:

2.4 Communicate effectively to all members and across organization lines.
(Communication)

GOAL 3 - PROMOTE INDIVIDUAL SUCCESS

Ensure every Coast Guard employee has the opportunity to reach full potential.

Objective:

3.1 Ensure every member understands job requirements, is coached to achieve success, and receives fair evaluations. (Evaluations; Leadership)

Objective:

3.2 Ensure promotion and advancement systems are understood, trusted and treat all equitably.

(Promotion & Advancement; Evaluations)

Objective:

3.3 Ensure physical barriers are removed at seas and ashore. (Facilities & Physical Environment)

Objective:

3.4 Ensure all members are assigned fairly & equitably commensurate with CG needs & career goals. (Assignments; Promotions & Advancements)

Strategic Goals and Objectives/Activities

GOAL 1 - POSITIVE ENVIRONMENT

Create a positive working environment for managing diversity.

Objective:

1.1 Understand current Coast Guard culture so as to be able to identify and remove cultural barriers. (Culture)

Activities:

- 1.1.1 Conduct a cultural audit of the Coast Guard using plan developed by Managing Diversity Study Group.
- 1.1.2 Develop intervention strategies to address cultural barriers identified in the cultural audit.
- 1.1.3 Implement the Measurement Plan developed by the Managing Diversity Study Group.

Objective:

1.2 Enlighten leaders to managing diversity. (Leadership)

Activities:

- 1.2.1 Incorporate diversity management training into all training programs addressing leadership.
- 1.2.2 Develop program ties between diversity management and leadership studies, as well as TQM, human relations and worklife issues.
- 1.2.3 Develop, market and publish desired leadership traits which include managing diversity. Reward those who adopt - hold those accountable who do not.
- 1.2.4 Implement the Training and Education Plans developed by the Managing Diversity Study Group.

Objective:

1.3 Achieve a diverse workforce (Recruiting; Retaining; EEO/AA)

Activities:

- 1.3.1 Conduct research to better understand what attracts women and minorities to the Coast Guard, and develop an action plan to target under-represented groups (e.g., black female officers, and women and minority civilian employees).
- 1.3.2 Continue to support existing minority and women recruiting initiatives (e.g. MORE Program and PPEP), with sufficient resources including funding, staffing and marketing.
- 1.3.3 Enhance recruiting efforts by providing resources for increased participation with centers of influence (e.g. HBCUs, COOPS, NAACP, NUL, etc.).
- 1.3.4 Use exit interviews to determine why there is a high attrition rate among minorities and women than majority males at Basic Training, OCS, CGA. Exit interviews also should be required for all members leaving the Coast Guard.
- 1.3.5 Determine if there is a disproportionate number of minority and women separations (e.g. BCD and convenience of the government discharges, resignations, and retirements); analyze reasons for disparities and take corrective action.

Objective:

- 1.4 Ensure plans, resources and policies fully support managing diversity.
Management plans; Policies; Staffing)

Activities:

- 1.4.1 Review existing policy statements and publications for conformance with diversity management concepts.
- 1.4.2 Publish a managing diversity policy statement and Strategic Plan for Managing Diversity.
- 1.4.3 Create a support program titled Workforce Diversity Management in the Office of Personnel and Training. Assign a program manager to develop, implement and oversee diversity management, training and awareness initiatives.
- 1.4.4 Provide full time staffing and appropriate budget to the Workforce Diversity Management Program to accomplish program requirements including policy development, management oversight, education and training. Determine resources needed in HG and field to carry out program goals.
- 1.4.5 Create in the workforce diversity staff, a civilian diversity policy advisor and a male diversity policy advisor, in addition to the women and minority policy advisors.

Objective:

- 1.5 Project CG values in the communities where we live and work. (Social Climate)

Activities:

- 1.5.1 Establish Coast Guard wide guidelines/policy to define and address social climate issues.
- 1.5.2 Thoroughly assess social climate issues faced by all Coast Guard men and women, and their dependents in communities where they live and work and develop intervention strategies.

GOAL 2 - VALUE ALL PEOPLE

Be the organization which most highly values all our people and honors their differences.

Objective:

2.1 Everyone recognizes, understands & values differences. (Training & Education)

Activities:

- 2.1.1 Implement the Training and Education Plan developed by the Managing Diversity Study Group.
- 2.1.2 Develop a professional video with instructional guide explaining diversity concepts as it relates to leadership and management principles, and TQM principles.
- 2.1.3 Ensure all Commanding Officers, OICs and OinCs receive diversity management training prior to assuming command.
- 2.1.4 Implement the Marketing Plan developed by the Managing Diversity Study Group.

Objective:

2.2 Recognize & reward individual and group contributions to managing diversity. (Rewards & Recognition)

Activities:

- 2.2.1 Implement the rewards and recognition plan developed by the Managing Diversity Study Group.

Objective:

2.3 Provide fair, equal and rapid conflict resolution. (Justice & EEO/AA, BCMR, PRRB)

Activities:

- 2.3.1 Reengineer the discrimination complaint process to provide much more timely resolution of complaints. Additionally, the system should address appropriate actions which should be taken against those found to have discriminated.
- 2.3.2 Develop a plan to more effectively use DEOMI trained facilitators, CRO's and EEO counselors to promote Coast Guard diversity management principles and concepts.
- 2.3.3 Examine the effectiveness and capabilities of existing EO/AA systems to ensure fair and equitable treatment.
- 2.3.4 Research the demographics of personnel who received adverse action through the military or administrative justice system, and civilian adverse actions program. Conduct a trends analysis to explain and correct disparate treatment.
- 2.3.5 Disseminate the nature of disciplinary actions and discrimination cases in a manner so that they serve as effective learning tools for all.
- 2.3.6 Implement the accountability measures developed by the Managing Diversity Study Group.

Objective:

2.4 Communicate effectively to all members and across organization lines. (Communication)

Activities:

- 2.4.1 Identify informal leaders at the command/unit levels and make them stake holders in communication diversity management policies and initiatives.
- 2.4.2 Use Coast Guard communication networks at all levels, to widely disseminate the concepts of valuing diversity and organizational goals for managing diversity.
- 2.4.3 Use data to dispel misconceptions that diversity recruiting, promotion/advancements, and assignment policies negatively affect quality by lowering standards.

GOAL 3 - PROMOTE INDIVIDUAL SUCCESS

Ensure all Coast Guard personnel have the opportunity to reach their full potential.

Objective:

- 3.1 Ensure every person understands job requirements, is coached to achieve success, and receives fair evaluations. (Evaluations; Leadership)

Activities:

- 3.1.1 Develop a standardized system to monitor and address trends in the military and civilian treatment of women and minorities. Those being evaluated as well as evaluators should be tracked.
- 3.1.2 Expand the mentor program to ensure that every member has the opportunity to be a mentor and to be mentored.
- 3.1.3 Require counseling and signature of Reported On Officers prior to submission of an OER to the Reviewing Officer.

Objective:

- 3.2 Ensure promotion and advancement systems are understood, trusted and treat all equitably. (Promotion & Advancement; Evaluations)

Activities:

- 3.2.1 Include questions on managing diversity on all enlisted advancement courses and servicewide examinations.
- 3.2.2 Assess officer and enlisted minority and women, promotions and advancement rates, and take appropriate action (e.g., provide training and mentoring, challenging assignments, fair evaluations) to ensure minorities and women can advance at same rate as majority males.
- 3.2.3 Identify and groom high performing women and minorities for upper level civilian positions. (e.g. succession planning)
- 3.2.4 Seek legislative and/or policy change to allow Reserve Program Administrators (RPAs) to compete for flag rank in the ADPL system.
- 3.2.5 Develop methods to provide constructive feedback (within legal confidentiality constraints) to officers who are not selected for promotion.

Objective:

- 3.3 Ensure physical barriers are removed at sea and shore. (Facilities & Physical Environment)

Activities:

- 3.3.1 Provide adequate berthing facilities to support assignment of women to all units. Inventory all units and develop plan to address inadequacies.
- 3.3.2 Provide adequate access to persons with disabilities to shore facilities where dependents or members of the public are invited to visit, conduct business or may be employed. Inventory all units and develop a plan to address inadequacies.

Objective:

- 3.4 Ensure all members are assigned fairly & equitably commensurate with CG needs & career goals. (Assignments)

Activities:

- 3.4.1 Foster & reward those who are creative in making permanent berthing arrangements for women on existing vessels.
- 3.4.2 Change personnel policies to allow all new officers to be assigned to all O-1 billets regardless of commissioning source (OCS, CGA, DCO). Ensure equitable access to seagoing billets for all officers.

APPENDIX E

Training and Education Plan

Training and Education Plan for Deploying Diversity Throughout Coast Guard

A. Background

The Secretary of Transportation mandated that all agencies within DOT shall aggressively strive toward achieving a culturally, ethnically, and gender diverse organization. The Commandant has identified diversity management as one of his strategic goals. Diversity is the uniqueness of all individuals which encompasses different personal attributes, values and organizational roles. Managing diversity is the process of creating and ensuring a positive environment where the differences of all members are recognized, understood and value. Through diversity management, all members can reach their full potential and maximize their contributions to Coast Guard missions.

The Coast Guard senior leadership has recognized that managing diversity as a process is important and critical to mission performance and organizational success. However, throughout the organization there appears to be no common and clear understanding of the concepts of diversity and its impacts on mission performance and employee satisfaction. While there are several scattered diversity initiatives in place, an integrated management process has not been established or implemented. This lack of understanding and guidance has had a negative impact on employee satisfaction, in some areas of mission performance, and our overall effectiveness as an organization.

The impacts of the current state of diversity management within the Coast Guard are: perceived unfairness and bias in accessing, assigning, recognizing, disciplining, and promoting military and civilian personnel. These impacts have resulted in low morale, inefficiency, low productivity, ineffective communication, low mission effectiveness, increased complaints, inappropriate behavior and a feeling of exclusion and animosity. If the Coast Guard is not perceived as an employer of choice, the pool of applicants will likely become smaller and turnover will increase, thus raising the costs of recruiting and training the total force. Additionally, these negative impacts cause the Coast Guard to be misaligned with the diverse customers it serves as well as with the representatives who have established and funded it.

The Coast Guard is firm and resolute in its commitment to ensure a positive environment where the differences of all members are recognized, understood, and valued, so that all can reach their full potential and maximize their contributions to Coast Guard missions.

B. Purpose and Scope

The goal:

To train and educate the workforce to value and manage diversity.

The plan:

Training and education will be directed towards three areas or levels.

• Awareness and Understanding

Awareness and understanding are the desired outcomes of diversity training in the short-term. The goals are to: provide knowledge, lay the building blocks for understanding and applying diversity principles, and create a positive environment for managing diversity.

• Skills Development

Skills development is the outcome of educating the workforce on diversity issues in the long term. The

goals are to: combine knowledge and skills to enable the full application of diversity principles by members throughout the workforce and to begin the process of building expertise in diversity management among mid and senior level managers.

•Institutionalizing Diversity Management

Institutionalizing diversity management is the outcome of planned actions for developing and maintaining expertise in mid and senior level managers through continuous learning and sustaining diversity management as one of the Coast Guard's guiding principles. The goals are to: develop skills that enable behaviors that support diversity management to be demonstrated and modeled. Mid and senior level managers will receive training that will enable them to recognize opportunities for incorporating factors that promote diversity management into the policies they develop and deploy. Institutionalizing diversity management assures that the systems and processes of the Coast Guard support diversity management and shows that the Coast Guard values all its people and honors their differences.

C. Related Issues

Several additional areas and/or activities are directly linked to training and education efforts. They are:

- Marketing Strategies
- Performance Appraisal
- Cultural Audit
- Mentoring
- Interface with Existing Organization Efforts
- Promotion and Advancement

D. Measures of Effectiveness

Measures to assess the impact of each objective in this plan must be developed by the process owners. The overall success of training will be determined by the degree to which behaviors are aligned with the policies and practices of diversity management. (See Training Measurement Model)

Approach and Methodology

Training and education are the vehicles for deploying diversity throughout the Coast Guard and will be accomplished through implementing this plan. (See Training Deployment Model) Further, the training and education objectives of this plan are consistent with the Coast Guard Strategic Plan for Managing Diversity.

Objectives:

- 1.1 DEVELOP AND IMPLEMENT DIVERSITY AWARENESS TRAINING TO CREATE, THROUGH KNOWLEDGE, A COMMON UNDERSTANDING OF VALUING DIVERSITY AND DIVERSITY MANAGEMENT PRINCIPLES

Activities:

- 1.1.1 Develop a diversity awareness training program that incorporates the following elements:
 - Clarification of commonly used diversity terms, including "valuing diversity" and "managing diversity."
 - Overview of Coast Guard diversity initiatives and goals.
 - Explanation of Coast Guard diversity policies and procedures.
 - Comparison of Coast Guard demographics to civilian labor force data and recom-

mending the use of affirmative action and equal opportunity measures as tools to achieve parity.

- Explanation of the relationship between affirmative action, EEO/equal opportunity, diversity, and diversity management.
- Discussion of cultural values and how they drive behavior.
- Discussion of how differences in communication styles in a diverse workforce affect job and mission performance.
- Methods that ensure that information about the Coast Guard diversity initiatives is disseminated to key external customers, including, the Congress, Department of Transportation, and "centers of influence" such as: auxiliarists and partners-in-education.
- Actions involved in managing diversity.
- Demythologizing common misperceptions about diversity and diversity management.
- A train-the-trainer module.

1.1.2 Implement the training program

- Implementation of the activities in 1.1.1 above.

Methods/Approaches: Develop and implement an innovative basic diversity awareness training program to be delivered by Coast Guard trainers and external consultants to the total force. The training will cover the activities listed in 1.1.1 above and will be incorporated in existing and future training programs to include: all military accession points (CGA, OCS, DCO and basic training), civilian entry points, intermediate level training, mentoring course, class A and C schools, leadership, TQM, human relations, personnel management) and all mid and senior level management training (flag officers/SES civilian members). Incorporating a diversity management curriculum in the Coast Guard Leadership Institute and Quality Center (LIQC), Leadership and Management School (LAMS) core programs, and the Chief Petty Officer Academy are additional avenues for deployment of diversity management. Renaming LAMS to include diversity management in its title should be strongly considered.

Target Audience: All Coast Guard active duty and reservists and civilian members from entry through senior management levels (cradle-to-grade); and key external customers, including the Secretary of Transportation and Congress.

Timeline: Deliver basic diversity awareness training to the target audience by June 1995.

1.2 DEVELOP AND IMPLEMENT A DIVERSITY EDUCATIONAL TRAINING PROGRAM THAT PROVIDES ADVANCED DIVERSITY MANAGEMENT SKILLS AND STRATEGIES FOR EFFECTIVE OPERATION IN A MORE DIVERSE WORKFORCE

Activities:

1.2.1 Develop a diversity educational training program that will incorporate the following elements:

- Conflict negotiation and resolution skills.
- Approaches to conflict management in a diverse workforce.
- Differentiation of work-based and culture-based conflict.
- Development of a competency-based training curriculum including performance

measures for classroom training and training/education acquired through correspondence courses.

- Issues arising from cross-cultural and gender-based communications.
- Impact of leadership and management styles on effective diversity management.
- Skills for adapting problem solving methods to accommodate a diverse workforce.
- Discussion on the impact of individual awareness of personality (e.g., using personality type indicators like the Myers-Briggs Type Indicator, on interaction and leadership styles).

1.2.2 Implement the Program.

- Implementation of the activities in 1.2.1 above.

Methods/Approaches: To develop and implement an advanced diversity education and training program providing competency-based training to develop skill in handling complex diversity management issues. Training will be delivered by external consultants to the target audience.

Target Audience: Coast Guard active duty, reservists, and civilian members in managerial/executive positions or civilian, officer, and enlisted members who have attained mid and senior-level pay grades. Completion of basic diversity awareness training is a prerequisite.

Timeline: Completion of an advanced diversity education and training program is required before assuming a supervisory position, or within six months of advancement to a supervisory position or pay grade.

1.3 INSTITUTIONALIZE DIVERSITY MANAGEMENT

Activities:

1.3.1. Incorporate training in diversity management into existing training provided to mid and senior-level managers to anchor diversity management as one of Coast Guard's guiding principles; ensure that recurrent training and education is offered to enable competency and expertise in diversity management to be maintained.

- Inclusion of diversity principles in classroom training programs and correspondence courses offered to the target audience and ensuring the proper linkage between diversity management and leadership principles.
- Recurrent training and education to contemporize diversity training and education with state-of-the-art information.
- Recurrent training and education for the target audience to maintain their expertise in diversity management.
- Training and education in the importance of continuous evaluation of policies, practices, and procedures to ensure their alignment with organizational diversity goals.
- Training and education on the role of mid level managers as advocates of diversity management, ensuring implementation of strategic goals by their subordinates and of senior-level managers as champions of diversity management at official gatherings of their peers to include: Flag Conferences, Civilian Personnel Officer Conferences, Command Enlisted Advisor convenings, technical conferences and meetings of senior supervisors and managers.

Methods/Approaches: Provide recurring in-depth, conceptual training and education in diversity management principles to mid and senior level managers to promote developing and maintaining diversity management as an organizational principle. Training will be delivered by external consultants to the target audience. Completion of advanced diversity management training is a prerequisite.

Target Audience: Coast Guard active duty, reservists and, civilian members in managerial/executive positions or civilian, officers, and enlisted members who have reached mid and senior level pay grades.

Timeline: Continuous and concurrent with awareness and advanced skills training.

Training Measurement Model

The overall success of training will be determined by the degree to which behavioral change is demonstrated by members at all levels of the Coast Guard as well as by key external customers.

Input: The Diversity Study Group recommendations, new and existing policies that support diversity management, and the goals, objectives and activities of the Coast Guard Strategic Plan for Managing Diversity are the inputs of measurement. Experts (internal staff and external consultants) will deliver the training which will communicate awareness and knowledge (short-term) and enable understanding (long-term) and usage (application and expertise).

Output: Learning occurs and behavioral change is noted; behaviors are in alignment with the recommendations, policies and actions of the Strategic Plan.

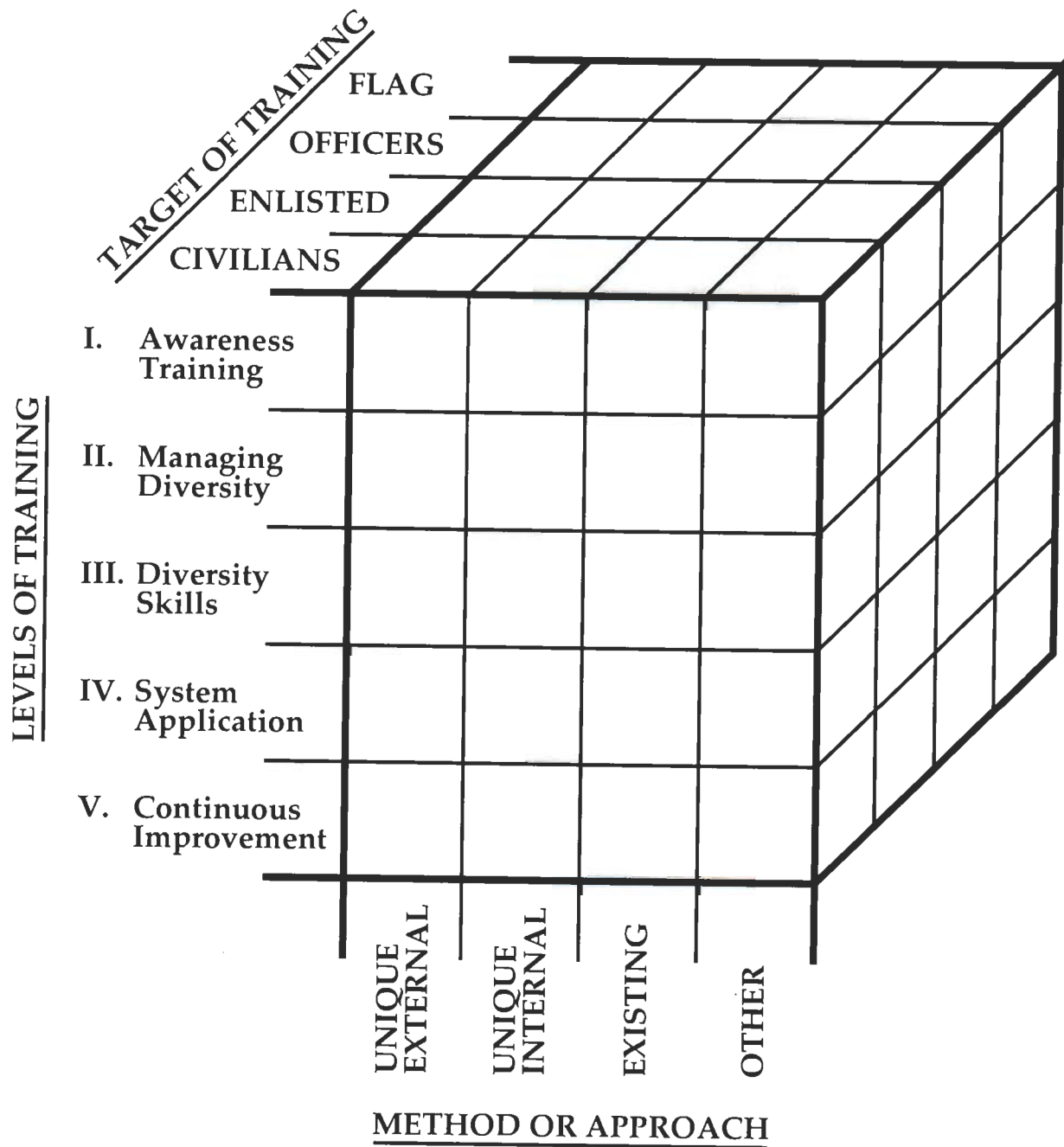
Additional Means of Measurement:

Goal: To assess individual benefits from training and education and to provide feedback to the organization concerning the impact of the training and education plan.

Activities:

- 1.1 Evaluating the feedback from course critiques.
- 1.2 Exploring the feasibility of creating a partnership between Coast Guard and private corporations experienced in measuring diversity in developing a feedback instrument that will enable the Coast Guard to determine the level of understanding by its members of diversity and diversity management and determine the degree to which behavioral and attitudinal changes are being reflected in the workplace. Self-evaluation measures and supervisory and peer evaluations will be included in the feedback data gathering

MODEL OF TRAINING



EXAMPLE TO ILLUSTRATE A SPECIFIC LAYER OF TRAINING DESIGN

		<u>TARGET OF TRAINING</u>			
		OFFICERS			
<u>LEVELS OF TRAINING</u>	I. Awareness Training	NEW			NEW
	II. Managing Diversity	NEW		INSERT	
	III. Diversity Skills		NEW	INSERT	
	IV. System Application			INSERT	
	V. Continuous Improvement		INSERT		
		UNIQUE EXTERNAL	UNIQUE INTERNAL	EXISTING	OTHER
		<u>METHOD OR APPROACH</u>			

APPENDIX F

Accountability Plan

Plan for Accountability in Implementing Diversity Initiatives

Background:

A critical element of any successful effort to implement diversity management as a process into the Coast Guard is accountability.

If the activities implemented to carry out the Coast Guard's strategic plans require specific actions, a system for documenting that performance must be developed. Likewise, any behavior which conflicts with the goal of creating a positive diversity environment must be documented and those involved held accountable. Unlawful discriminatory behavior will not be tolerated. The key areas of required performance which receive the most attention are those for which one is rewarded or the punished (e.g. held accountable). Three levels of accountability need to be addressed; individual, command, and organizational. At all three levels, there should be specific positive actions, activities, and initiatives which further the goals of the Coast Guard's strategic agenda for managing diversity. Positive and innovative actions by individuals should be recognized and rewarded through the formal and informal awards system as well as documented in the 3 performance evaluation systems (officer, enlisted, civilian). All Coast Guard commands from program managers, MLC's Areas, Headquarters, district and individual units should be held accountable for developing initiatives that incorporate the Coast Guard's diversity management policies into their business and management processes.

It is equally incumbent on the organization to review administrative and disciplinary processes to ensure expeditious resolution and tracking of incidents of discriminatory behavior. The full range from educational/awareness training, counseling, administrative procedures, lowered evaluations, disciplinary actions and separations should be considered in ensuring those who exhibit discriminatory behavior are held accountable.

A series of events caused the Coast Guard to focus on gender equality and expend efforts to address the concerns associated with sexual harassment. In the delivery of the Commandant's speech on gender equality by the flag officers and SES's, a common theme in the feedback was the need to hold unlawful discriminators accountable and a tracking system to identify offenders.

The Sexual Harassment Prevention Study Group clearly indicated a need to develop a system by which proven discriminators are held accountable. Additionally, the Group identified a need for a tracking system and the publicizing of the types of incidents and punishments associated. The phase II plans of the Gender Equality Working Group also address the issue of accountability for discriminatory behavior. Both the Minority and Women's Advisory Councils have recommended that accountability for performance with regard to diversity, both in positive initiatives and negative behaviors needs to be incorporated into our management processes.

There are two initiatives currently in progress to address the issue of accountability. A Study Group has been chartered by the Military Personnel Command (MPC) Commander to develop appropriate diversity management wording for incorporation into the officer, enlisted and civilian evaluation systems. A cross-functional group chartered by the Officer of Personnel and Training (G-P) is to determine the most appropriate system to ensure accountability for discriminatory behavior.

The Managing Diversity Study Group is fully supportive of the need for incorporation of diversity into the evaluation systems and a system for tracking and holding unlawful discriminators accountable.

Accountability

Goal:

Develop methods to ensure accountability for implementing diversity initiatives.

Activities:

1. Individual Accountability

1.1 Enlisted Evaluations

1.1.1 E-3 and below (Enlisted Performance Evaluation Form CG 3788A). Incorporate a valuing diversity element under Professional Qualities Factor, categories 4 (Respecting Others) and 5 (Human Relations).

1.1.2 E-4 and above (Enlisted Performance Evaluation For CG 3788B).

- Incorporate under the Leadership Factor a separate category on Diversity Management/Expertise.
- Incorporate valuing/managing diversity elements under the Performance Factor category 4 (Respecting Others) and category 5 (Human Relations).

1.1.3 E-7 and above (Enlisted Performance Evaluation Form CG 3788C).

- Incorporate under the Leadership Factor a separate category on Diversity Management/Expertise.

APPENDIX G

Rewards and Recognition Plan

Plan for Recognizing Diversity-Related Accomplishments in Rewards and Recognition Systems

Background:

The Study Group was tasked to identify applicability for recognizing diversity-related performance in the Rewards and Recognition systems. At the same time, the Coast Guard Chief of Staff chartered a Rewards and Recognition Focus Group to review and implement the approved recommendations for the Rewards and Recognition Quality Action Team (QAT). In conjunction with the Rewards and Recognition Focus Group's guiding principles and initiatives, the Managing Diversity Study Group developed this plan.

Goal:

Analyze the Rewards and Recognition system and identify applicability for recognizing diversity related performance.

Activities:

- 1.1 Create an annual Commandant's Award for Distinction in Managing and Valuing Diversity. Awardee to represent the Coast Guard at annual DOT Secretary's Award for Diversity.
 - 1.1.1 Create an annual award at the district, MLCE, HQ unit recognizing distinguished involvement in managing and valuing diversity. Awardee would be included in the selection process of Commandant's Award for Distinction in Managing and Valuing Diversity.
- 1.2 Recognize diversity as an element of the new Meritorious Team Commendation Ribbon.
- 1.3 Eliminate "O" device from personal as well as unit awards. The "O" device sends the message that the Coast Guard places high value on operational service.
- 1.4 Encourage inclusion of diversity concepts in civilian and military awards, e.g.:
 - Meritorious Service medal
 - CG Commendation Medal
 - COMDT's Letter of Commendation
 - CG Unit Commendation
 - CG Meritorious Unit Commendation
 - Health Care Facility of the Year Award
 - COMDT's Superior Achievement Award (Bronze Medal)
 - COMDT's Distinguished Career Service Award
 - Commander's Award for Civilian Service
 - Commander's Award for Sustained Excellence in the Federal Service
 - Special Act or Service Award
- 1.4.1 Examples of write-ups for awards contained in the Medals and Awards Manual should be revised to include diversity management examples. Consider:

Proactive in valuing/managing diversity and in promoting a positive working environment. Actively participates and encourages staff participation in diversity training programs and activities. Actively mentors, coaches, trains and encourages members (without regard to differences in personal attributes, values and organizational roles) to become exemplary performers and reach

their maximum potential. Communicates effectively and demonstrates own personal commitment to Coast Guard policies on valuing/managing diversity.

1.5 Makeup of award boards should reflect an appropriate slice of the diverse workforce in Coast Guard.

1.5.1 Precepts to award boards should include a mandate to consider diversity initiatives.

Consider: Equality of treatment and opportunity for all Coast Guard members is the policy of the Coast Guard. Therefore, the members of this board/panel must be sensitive to, and consider the Commandant's commitment to equal opportunity and workforce diversity management initiatives in their deliberations.

- 1.6 Encourage use of informal and day-to-day awards to recognize involvements and accomplishments in valuing/managing diversity (e.g. Page 7 entries, Letter of Appreciation, certificates, on-the-spot). Include examples of valuing/managing diversity in COMDT's Bulletin of the types of informal recognition.
- 1.7 Train supervisors of civilian members on civilian incentive awards system to ensure appropriate recognition of civilians.
- 1.8 Recognize all awards (military and civilian) in a timely and visible fashion (e.g. all-hands ceremonies, publish in unit newspaper; awards wall in visible place on base where photographs of awardees and write-ups of awards are shown).

APPENDIX H

Coast Guard Pilot Cultural Audit

The pilot cultural audit will serve as a guide to improve the Coast Guard's policy development for diversity and allow the methodology to be examined for the future overall cultural audit. This will help the Coast Guard prepare to meet the challenges of an emerging culturally diverse workforce.

The major tasks to be undertaken in the pilot audit include a diversity orientation for the target population, interviews, focus group meetings, target population survey, data analysis and a final report.

A target population of between 100 and 150 people will be selected from Coast Guard units within a 100-mile radius of Portsmouth, Virginia. CAPT Michael W. Pierson, chief of the Readiness and Reserve Division, Fifth Coast Guard District, Portsmouth, will coordinate all audit activities. Audit participants will be assured anonymity throughout the process.

The audit will account for diversity by military/civilian, rank/grades, ratings/series, supervisory/non-supervisory, gender, sexual preference, race/national origin, disability, age, educational level, length of service, and length in current grade.

TASKS

Orientation

Develop and implement pre-survey diversity awareness orientation sessions on site for the pilot population. This will raise the awareness of the target group to diversity issues, and ensure maximum participation.

Interviews

Face-to-face, one-on-one guided interviews of a minimum of 30 of the target population will be conducted to assist in the development of the survey instrument and to obtain a broad consensus of how diversity is perceived.

Focus groups

A minimum of eight focus groups will convene to gather group perceptions of the information similar to that obtained from the interviews. This will allow for group dynamics, brainstorming and synergistic properties of the group to identify similarities and differences to surface.

Survey instrument

A survey instrument will be developed based on information collected in the interviews and focus groups. This instrument will be designed as a quantitative measure of employee beliefs, attitudes and perceptions about Coast Guard practices, policies, procedures and processes relating to its diverse workforce.

Data analysis

Audit data will be analyzed with regard to the diversity identifiers described above. The survey data will be cross-referenced with the qualitative data from the interviews and focus groups to determine the following:

- (a) How multi-cultural workforce initiatives are affecting the Coast Guard.
- (b) The existence of barriers to achieving a diverse environment.

- (c) Perceptions about diversity/race relations.
- (d) Opportunities and intervention strategies to enhance the achievement of a diverse environment.

Final report

A final report will consist of the following:

- (a) Audit results/data analysis. All supporting data analysis will be included to substantiate the results. How multicultural workforce initiatives affect the Coast Guard will be discussed. Barriers to achieving and managing a culturally diverse environment, and perceptions about diversity/race relations will be identified. Lastly, intervention strategies to overcome barriers, and opportunities and methods for implementing the strategies will be identified.
- (b) Methodology. The system of principles, procedures and practices applied in performing the audit will be provided. This may include, but not be limited to, problems encountered and resolutions, lessons learned, or any other information that may enhance the Coast Guard's knowledge and ability to perform a Coast Guard-wide cultural audit.

APPENDIX I

Diversity Questions and Answers

Q. Diversity seems to mean different things to different people; so what does it really mean?

A. Workforce diversity is one of the most talked about issues in American business. You can hardly pick up a newspaper or magazine without finding an article on the subject. Unfortunately, the concept of diversity is often surrounded by confusion and misconceptions.

By definition, the term "diversity" simply means variety or difference. When used in reference to groups of people, diversity means the "differences" or the "variety" within the group. That difference could relate to age, gender, race, education, marital status, or a number of other factors. Inclusion and empowerment are also very important elements of diversity. Therefore, the concept of "managing diversity" focuses on a much broader issue. It focuses on creating an organizational environment that inspires and enables people with varying backgrounds, cultures, and talents to reach their full potential while participating in all aspects of the organization's mission.

Q. We've emphasized "equal treatment" of people for a long time. Isn't it confusing, counterproductive or possibly divisive to emphasize management based on individual differences?

A. Without the proper frame of reference, this can be perceived as counterproductive or divisive. We don't advocate emphasizing or promoting differences; we support recognizing and valuing differences. The intent is not to separate or categorize people in order to explain their behavior, or to create an us vs. them environment. Rather, the intent is to first recognize the different approaches and perspectives that people bring to the work force, and secondly, learn how to manage those differences for a more responsive, innovative, and productive organization. Therefore, diversity management encourages cooperation and teamwork, not competition, through understanding differences. Those with two or more children already know that you always want to treat them equally, i.e., not giving more to one than the other. However, you also know that your children are different in terms of their perspectives, their motivations, their likes, and their dislikes. You also know that they are different in terms of their talents, skills and abilities. With that in mind, equality is not the issue. Rather equity is the issue in the sense that each child is provided with those things that will help them rise to their full potential. The result is a healthy family environment.

Using the parenting analogy, let's consider the Coast Guard. Our crews are comprised of people from all over the U.S., each bringing their own special skills, talents and perspectives. The mix of perspectives and skills enhances the end product and mission accomplishment. The challenge to Coast Guard leaders will be to develop people integration skills; to find, value and tap the unique and often unknown potential of all our Coast Guard members. What we are talking about is Leadership 101 from a new perspective.

Q. Is diversity a new password for Civil Rights, Equal Employment Opportunity and Affirmative Action?

A. Absolutely NOT! This is one of the most confusing aspects of understanding and appreciating diversity. Diversity management is not a new name for, or an extension of civil rights, affirmative

action, or EEO. While these programs are essential and must be continued, they are not the same as diversity management. Affirmative Action and EEO are compliance based, government initiated, legally driven programs with a commitment to redressing the institutional exclusion of targeted groups of people, i.e., women, minorities, etc. Diversity management, on the other hand, is a qualitative, internally driven, human resource management process that is inclusive of everyone in the work force. Managing diversity is also a bottom line business decision that's driven by a need to continuously improve.

Q. Continuous improvement and empowerment sound very much like total quality management. Is diversity linked to TQM?

A. Yes! Total quality and diversity reinforce each other. The thrust of our quality philosophy is continuous improvement and increased productivity through streamlined processes, teamwork, and employee empowerment. Similarly, a guiding principle of diversity management is creating and sustaining an organizational environment where employees feel that they have a voice in the decision making process. They know that their ideas are valued, and they are confident that they are truly a part of the team no matter who they are or what their background. They are, therefore, inspired (empowered) to find innovative solutions to a wide range of organizational problems. Some experts are emphatic in their belief that a customer-driven, quality-oriented organization is impossible without valuing diversity.

In an environment of austere budgets and downsizing, it is critical that we capitalize on organizational processes that multiply the efforts of a reduced workforce in order to provide world class service to all customers, internal and external.

Q. What are the challenges to incorporating diversity into the Coast Guard strategy?

A. Diversity management is a complex topic, wrought with numerous challenges for us. There's no doubt that senior management recognizes diversity's growing importance, and we feel we are laying the building blocks for the organization of the future. TQM, Family Programs, Work-Life, and Workforce Diversity staffs are but a few of the initiatives in place to support and facilitate our future.

At the March 1993 Flag Conference, the issue of diversity management was studied and an action item was developed to determine the best method for developing and implementing a strategic plan to manage diversity. The decision was made to charter a flag level study group made up of a diverse group of Coast Guard civilian and military members (officers and enlisted) from around the country to devise the strategic plan. The group, headed up by RADM James Card, reported the results of the study to the HRCC. The report includes: (a) Coast Guard definitions of diversity, a Policy Statement and a Vision Statement that incorporates diversity management into the Coast Guard; (b) a strategic plan which includes a plan for conducting an audit of the Coast Guard's culture; (c) an implementation plan which addresses areas such as an education and training plan, measures of effectiveness, accountability, rewards, and recognition, and marketing.

Q. What do you think are some of the things that our personnel should be actively doing now to promote diversity in the workplace?

A. One of the most important things that all of us should be doing right now is establishing open/honest communications with people who are different from us. Ask questions, don't assume all people from a group think or feel the same about issues. Don't assume others know, or should know, how you feel. The Workforce Diversity Staff in Headquarters has a number of articles, books, and video tapes that can be used to facilitate all hands listening sessions.

Also, look for opportunities to establish mentoring and networking relationships with people who are different than you. Not only is **this an ideal way** of establishing confidence and trust, but you will also begin to understand that **you share many** of the same personal and professional goals and aspirations. While it may be human nature to be more comfortable dealing with one's own kind, we should look for opportunities to tap the unique talents, gifts, and abilities of all members, not just the ones who share our same experiences and background.

Lastly, refrain from telling sexist, racist or ethnic jokes and don't support them with polite laughter or looking the other way. Understand the potential negative impact that such behavior has on your credibility, especially with those who are the subjects of these jokes.

Q. What do you consider to be the key elements in ensuring the Coast Guard's diversity management program is a success?

A. Two things immediately come to mind. First, diversity management must be accepted and valued as a bottom line business decision. It is one of the means by which we can significantly increase our organizational efficiency, productivity, and competitiveness. By inspiring and enabling members with diverse perspectives and backgrounds to get involved, we should become more creative and responsive in solving our day-to-day organizational problems. Likewise, by getting more members actively involved and feeling valued, we should also become more efficient and productive. Secondly, workforce diversity management is a leadership issue. The responsibility for creating and sustaining a workplace that celebrates diversity rests with each commander, and individually down to every member of the organization. Each one of us must participate in the development of this new corporate culture; and it will not happen overnight. We need to work with each other to understand the need to accept and to value people's differences, and to remove any barriers to anyone's career success. As a result of these actions, not only will we be better leaders and developers of future leaders, but we will help our Coast Guard to continue to be an organization of excellence and an employer of choice.

Q. Does diversity management include white male personnel?

A. Absolutely. The very essence of diversity is an environment of inclusion. Creating an atmosphere SO THAT ALL can achieve their maximum potential means just that. To exclude the perspectives and valuable inputs of any group of personnel, including white males, would be contrary to our principles of quality, leadership, and diversity. The many improvements to the Coast Guard which result from a positive environment of inclusion and empowerment benefit everyone.

APPENDIX J

Glossary of Terms and Acronyms

Accession - An increase by means of something added: e.g., admittance - to enter the workforce.

Adverse Action - Action taken to correct an employee's conduct and/or performance while maintaining high productivity, discipline, and morale among all employees. It may only be taken for such cause as will promote the efficiency of the service.

Affirmative Action - Compliance with a commitment in the U.S. to redressing the institutional exclusion of some people.

Assimilation - The process whereby a group, such as a minority group immigrant peoples, gradually adopts the characteristics of another culture.

Attrition - A gradual, natural reduction in membership or personnel, as through retirement.

Backlash - Negative reaction to an initiative resulting in lack of acceptance and inhibiting change.

Behaviors - Actions or reactions under specified circumstances.

Beliefs - Mental acceptance of or conviction in the truth or actuality of something.

Centers of Influence - Internal or external organization's positions which have a significant impact on minorities and women.

Climate Assessment - Various processes which occur in an organization which indicate how well the system is working. It examines organizational processes and subsystems, assesses and diagnoses them and prescribes methods to correct problems.

Coast Guard Culture - The corporate culture specific to the Coast Guard.

Corporate Culture - The systems of shared meanings, assumptions, and underlying values in an organization, an organization's view of itself and its environment, and organization's philosophy for achieving success, the rules of the game that a member or employee of an organization must learn to be accepted.

Culture - The totality of Socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought typical of a population or community a given time.

Cultural Audit - Instrument which helps determine system of shared meanings assumptions and underlying values.

Cultural Collisions - Conflict with those values, behaviors or attitudes held by an organization.

Differences - An instance of disparity or unlikeness.

Disparate Treatment - Unfair treatment.

Diversity - The uniqueness of all individuals which encompasses different personal attributes, values and organizational roles.

Diversity Management - The process of creating and ensuring a positive environment where the differences of all personnel are recognized, understood and value so that all of us can reach our full potential and maximize our contributions to CG missions.

Equal Employment Opportunity (E.E.O.)/Equal Opportunity (E.O.) - Opportunity of employment without discrimination because of race, color, religion, sex, national origin, age, or physical ability.

Ethnicity - The state of belonging to an ethnic group.

Heritage - The status gained by a person through birth.

Leadership - Ability to inspire trust confidence and integrity.

Majority - The group having the greater power by virtue of its larger representation.

Mentor - A wise and trusted teacher or counselor. One who coaches.

Methodology - A system of principles, procedures and practices applied to a particular branch of knowledge.

Minority - The smaller among groups making a whole.

Minority Policy Advisor (M.P.A.) - Provides policy input to senior management, program managers, and field supervisors concerning the recruiting, retention, utilization, career development, and concerns of and about active duty, reserve, officer, and enlisted minorities. Provides management input on investigations concerning minority issues or other significant matters impacting minorities.

Mores - The approved traditional customs and usages of a particular social group.

Pilot Cultural Audit - Cultural audit performed with a limited sample population which demonstrates the full range of audit tools, but, whose purpose is to validate the instrument rather than generate usable data.

Values - A conception of an individual or group of individuals that is either "implicit or explicit of the desirable which influences the selection from available modes, means, and ends of action."

Women Policy Advisor (W.P.A.) - Implements by program element the recommendations of the 1990 Women in the Coast Guard Study. Provides policy input to senior management, program managers, and field supervisors concerning the recruiting, retention, utilization, career development, and concerns of and about active duty, reserve, officer, and enlisted women. Provides management input on investigations concerning gender issues or other significant matters impacting women.

Glossary of Acronyms

EEO - Equal Employment Opportunity

AA - Affirmative Action

EO - Equal Opportunity

DEOMI - Defense Equal Opportunity Management Institute

MPA - Minority Policy Advisor

WPA - Women Policy Advisor

DECOWITS - Defense Advisory Committee on Women in the Services

HRCC - Human Resource Coordinating Council at Headquarters chaired by G-CCS

ESC - Executive Steering Committee

MCRCF - Military Civil Rights Counselor/Facilitator

APPENDIX K

Managing Diversity Reading and Reference Lists

PERIODICALS

(MAGAZINES AND NEWSLETTERS):

Managing Diversity (monthly newsletter)

Jamestown Area Labor Management Committee
(JALMC)

The Diversity Factor

Hispanic

Working Woman

The Government Executive

Black Enterprise

Training

HRMagazine

From Affirmative Action to Affirming Diversity

Reprint from Harvard Business Review Mar/Apr
1990

R. Roosevelt Thomas, Jr. (1990)

Cultural Diversity at Work

Extend Multicultural Magazine: Diversity Views
for Business Professionals

Cross Roads

BOOKS:

*Beyond Race and Gender: Unleashing the Power of
Your Total Work Force by Managing Diversity*
R. Roosevelt Thomas, Jr. (1991)

*The New Leaders: Guidelines on Leadership
Diversity in America*

Ann M. Morrison (1992); Jossey-Bass

*Breaking the Glass Ceiling: Can Women Reach the
Top of America's Largest Corporations?*
Ann M. Morrison

Differences Do Make A Difference
R. Roosevelt Thomas, Jr.

Workforce 2000
The Hudson Institute (1987)

You Just Don't Understand
Deborah Tannen (1990)

Backlash
Susan Faludi

Sex in the Forbidden Zone
Peter Rutter

*Reframing Organizations: Artistry Choice, and
Leadership*
Lee G. Bolman and Terrence E. Deal (1991);
Jossey-Bass

Workforce 2000 Today: A Bottom Line Concern
Towers-Perrin Company

*Two Nations: Back and White, Separate, Hostile,
Unequal*
Andrew Hacker

*The Lessons of Experience: How Successful
Executives Develop on the Job*
Ann Morrison, McCallo, and Lombardo

Managing Change
S. Hale and M. Williams

10 Steps to Empowerment
Diane Tracy

Managing Cultural Differences
Phillip R. Harris and Robert T. Morarl

The Black Manager
Floyd Dickens, Jr. and Jacqueline B. Dickens

Principle - Centered Leadership
Stephen Covey

*Megatrends 2000: Ten New Directions for the
1990's*

Naisbitt and Aburdene

Please Understand Me
Keirsey and Bates

Reflections of an Affirmative Action Baby

VIDEO TAPES:

Paradigms

Joel Barker

Dot Diversity Summit Tape 2: A Framework for Diversity

Santiago Rodriguez

Dialogues on Diversity: Moving Beyond Affirmative Action

Dr. R. Roosevelt Thomas

Flashpoint: When Values Collide
Morris Massey, PhD.

Valuing Diversity series

Managing Differences

Diversity at Work

Communicating Across Cultures

You Make the Difference

Supervising Differences

Champions of Diversity

Profiles in Change

Valuing Relationship series

Organizational Energy

Personal Patterns

Interpersonal Synergy

Griggs Productions

A Winning Balance

Smarter Together

BNA Communications

A Class Divided

PBS Frontline

A tale of "O": On Being Different
Goodmeasure, Inc.

Prejudice: Answering Children's Questions
ABC News/MPI Home Video

APPENDIX L

Diversity Study Group Members

Members of the Managing Diversity as a Process Study Group
(As of July 1994)

Team Leader

RADM JAMES C. CARD, USCG

Commander, Eighth Coast Guard District
New Orleans, LA

Assistant Team Leader

CAPT MICHAEL W. PIERSON, USCGR

Commander (r)
Fifth Coast Guard District

Executive Agent

CDR STEPHEN W. ROCHON, USCGR

Commandant (G-RSM-1)
Washington, DC

Primary Team Members

MRS. NORMA BULLOCK

Commandant (G-PC)
Washington, DC

MRS. NORMA L. LOZADA

Commander (pc)
Coast Guard Maintenance and Logistics Command Atlantic
Governors Island, NY

MR. THEODORE W. BRIDIS

USCG Civil Engineering Unit
Miami, FL

CDR ELMO J. PETERS, JR., USCG

Commandant (G-CCS-2)
Washington, DC

LCDR EGGLE PEREZ, USCG

Commanding Officer (cdl)
U.S. Coast Guard Training Center
Cape May, NJ

LTJG BURT A. LAHN, USCG
Commandant (G-MVI-1)
Washington, DC

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Commandant (G-CI)
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YN2 VIRGINIA PEARSON, USCG
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MS. MARCIA H. COATES
Commandat (G-HCE)
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TQM FACILITATORS
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Consultant/Technical Expert
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Administrative Technical Assistants
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YNC KATHLEEN A. O'PEZIO
Reserve Unit
Fifth Coast Guard District
Portsmouth, VA

MKC ABRAHAM ARISPE
MCRC/F
Fifth Coast Guard District
Portsmouth, VA

Study Group Membership Demographics

The Study Group's members represented the diversity present in the Coast Guard.

- Geographical Representation:** 50% Headquarters/50% Field (among primary group members). Total participants, including adjunct members, included representatives from: New York, NY; Cape May, NJ; Portsmouth, VA; Miami, FL; Mobile, AL; New Orleans, LA; Washington, DC; plus a consultant from California
- Paygrade/Grade Level:** A Rear Admiral, two Captains, 4 GS-15's, two Commanders, a Lieutenant Commander, one Ensign, one Senior Chief, one Chief, two First Class Petty Officers, two Third Class Petty Officers and one junior civilian.
- Other Factors:** The Study Group members included a person with disabilities, active duty military and a reservist. The composition was 50% female (9) and 50% male (9). Group membership included African-American males & females, white males & females, Hispanic-American male & female; an Asian-American male, Native American male & female. The consultant to the group was an Asian male.

APPENDIX M

Acknowledgments

GUEST LIST

We would like to thank all of the people and organizations who assisted this group in accomplishing a meaningful and successful study.

COAST GUARD SPEAKERS

ADM J. William Kime – Commandant
RADM Robert E. Kramek – Chief of Staff
RADM James M. Loy – Chief, Office of Personnel and Training
Mr. Walter R. Somerville – Chief, Office of Civil Rights
CAPT Phil Volk – MPC-opm
CAPT Greg Sutton – MPC-opm
CAPT Tom Taylor – G-Pd-5
CDR Jim Stark – MPC-opm
CDR John Williams – G-Pd-2
CDR Jeffrey Seeley – G-HME
CDR Judy Hammond – G-Pd-2
CDR Carl Bromund – G-RS
CDR Tom Parr – G-PMP
LCDR Claudia Wells – MPC-opm
LCDR Charlie Diaz – MPC-opm
LT Matthew Zambry – CG Liaison – DEOMI
Mr. Jerome Bettis – G-HME
Mr. Larry Houston – G-HCE

SPECIAL GUESTS

Dr. Percy Thomas – Montgomery College, Rockville, MD
Dr. Tony Cardejena – Montgomery College, Rockville, MD
Dr. Kanu Kogod, PhD. – Bridges in Organizations
Dr. Portia Hunt, PhD. – Eclipse Consultant Group
Dr. Edwardo Rodella – EPA
Mr. Clarence Hardy – EPA
Mr. Jim Rogers – Private Consultant
Ms. Mary Kendrick – Private Consultant
Mr. David Benton – FAA

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Dr. Herbert Z. Wong for giving us the insight to understand and overcome the barriers we faced along the road we were building.